MONTANA UNIVERSITY SYSTEM

ROLE AND SCOPE

OFFICE OF THE EXECUTIVE SECRETARY

State Capitol, Helena, Montana

Units of the Montana University System

University of Montana, Missoula
Montana State University, Bozeman
Eastern Montana College, Billings
Northern Montana College, Havre
Western Montana College, Dillon
Mont. College of Mineral Science & Technology, Butte

3 REPORTER PRTG. & SUPPLY CO.

ROLE AND SCOPE

DECEMBER, 1970

TABLE OF CONTENTS

ROLE AND SCOPE

OF

THE MONTANA UNIVERSITY SYSTEM

The role of a university unit may be defined by the services it offers to the citizens of the state. This includes the degree programs of the unit and the non-degree programs which enable students to obtain a portion of their education before transferring to another unit of the University System.

The Montana University System is composed of six units, with differentiated roles, each of which has a responsibility for providing excellence in its service to the citizens of Montana. The two universities (University of Montana and Montana State University) are comprehensive undergraduate, graduate, research and public service institutions. They will continue to grow until they are fully developed state universities with overlapping responsibilities, except in highly professional fields, such as law, pharmacy, agriculture, and engineering. The universities are large enough so that the general programs of one need not interfere with those of the other. On the basis of necessary educational development and student demand, freedom to develop new programs should be available as faculty and administration deem warranted and as resources are available.

The state colleges are emerging from single purpose institutions and the State can look forward to Eastern Montana College, Western Montana College and Northern Montana College continuing to grow until they are fully developed undergraduate teaching institutions with responsibilities in the liberal arts through the baccalaureate level and teacher education through the masters level. Northern Montana College has had a traditional responsibility in vocational education and vocational teacher education which it will continue to develop. Montana neither needs another university, nor should graduate degrees in the liberal arts be offered at the state colleges.

The fourth state college, because of its traditional specialization in mineral science and technology is also emerging from a single purpose institution. It can look forward to developing an undergraduate liberal arts program at the baccalaureate level, as well as continuing undergraduate and graduate work through the masters level in mineral science and technology.

A unit's role also includes services to the community in which it is located as well as service to the entire state. They endeavor to provide educational services beyond the campus to the State and the region, but they cannot be expected to fulfill major public service requests without

specific allocations for this type of work. Units will respect the traditional public service roles of each unit of the university system. To a lesser degree the role encompasses the reaction of the community and the alumni in support of the university unit. The differentiated roles of each unit in the extension and public service, continuing education and other services areas are discussed comprehensively in the individual unit sections of this publication.

The less easily defined aspects of role include the expertise of faculty which is available to citizens and industries of the community, state and nation, and is commonly recognized as either organized research or departmental research. Organized research, both pure and applied, are an integral part of the two universities and Montana College of Mineral Science and Technology's graduate and professional programs. The quality and growth of these programs are interdependent. Of necessity, the research role of these institutions must keep pace with the demands of their graduates. Improving the instructional function of all levels of education is of no less significance. The units of the system are encouraged to engage in the kind of research that is directed towards improving the quality of our teaching methods and programs.

The scope may be defined as the extent to which the role is being fulfilled.

EASTERN MONTANA COLLEGE

EASTERN MONTANA COLLEGE

A Statement of Role and Scope

Eastern Montana College is in the process of emerging from a single purpose institution and will continue to grow until it is a fully developed undergraduate teaching institution with responsibilities in the Liberal Arts through the baccalaureate level and teacher education through the masters level. Additional majors will be developed and proposed to the Board as faculty, library, and student interest demand. It is anticipated that the M.S. in Education (secondary) will be restored within the next five years. It should also be pointed out that Eastern Montana College serves as a community college for a sizable population area.

EASTERN MONTANA COLLEGE

Extension and Public Service Statement

Adult Education Service

EMC offers the usual extension program with one unusual aspect which is the summer resident program in cooperation with Miles Community College at Miles City. EMC sends regular faculty members to Miles City to teach selected courses during the summer and the students enrolled in these courses receive regular resident credit applicable toward a degree at EMC.

In the program of "Continuing Education For Women," EMC has utilized the services of women in the community to hold special advisory meetings in which they encourage and counsel others about the kinds of courses they could enter at EMC in the night class program.

In the total extension program at EMC for the Fall, Winter and Spring Quarters, the enrollment for the academic years 1966-67, 1967-68 and 1968-69 were respectively: 415, 1076 and 850.

Special Programs

Assisted by a grant from the Danforth Foundation, EMC held a series of twelve weekend retreats at Mammoth Hot Springs in the 1968-69 academic year, and is continuing them through the 1969-70 academic year on a limited on-campus basis. The Liberal Arts Colloquia essentially are unstructured discussions of contemporary problems with both students and faculty participating.

The Upward Bound Program at EMC is chiefly concerned with Montana Indians, and EMC has currently enrolled more than 100 Indians in regular college courses this fall. In a preteaching program, 12 EMC students are living on Indian reservations. This is a pilot project in cooperation with rural school districts which serve large Indian populations.

About 100 EMC students are involved as volunteers in conjunction with VISTA in the local school district and are serving in an elementary and a junior high school tutorial program.

As an in-service training program for the nurses at St. Vincent's Hospital in Billings, EMC provided instruction on methods and materials for those nurses who are teaching student nurses at the hospital.

A program of extensive swimming and gymnastics activities is provided for the community by the Division of Health, Physical Education and Recreation at EMC.

A promising program is being developed in environmental education (outdoor education.)

General Items

In the 1969-70 academic year, EMC will put into operation its Remote Access Instructional Learning System and will continue to develop the Educational Research Information Center program which provides a great source of materials for EMC students.

The Eastern Montana Study Council, composed of public school administrators in Eastern Montana, utilizes the services of an EMC faculty member as its director, and has its headquarters at EMC.

The Montana Center for Handicapped Children is located on the EMC campus.

EASTERN MONTANA COLLEGE

Billings, Montana

Research Statement

EMC is not one of the units of the Montana University System designated as a research institution although research in the area of the improvement of instruction is within its scope. There is no budget for research as such, but every encouragement is given to individual faculty members to pursue inquiry into their instructional areas. Occasionally, non-state funds are available in small amounts to enable faculty members and students to carry on such activities.

ENROLLMENT

in Fall Semester of Each Year

Eastern Montana College
Billings, Montana

Undergraduate

Year	Elementary Educaton	Secondary Education	Bachelor Arts	Bachelor Science	Other Majors	Total
1964-65	404	853			806	2,063
1965-66	477	979			1,044	2,500
1966-67	511	978	373	72	782	2,716
1967-68	589	1,095	494	126	730	3,034
1968-69	728	1,260	619	119	708	3,434
1969-70	725	1,472	257	653	542	3,649

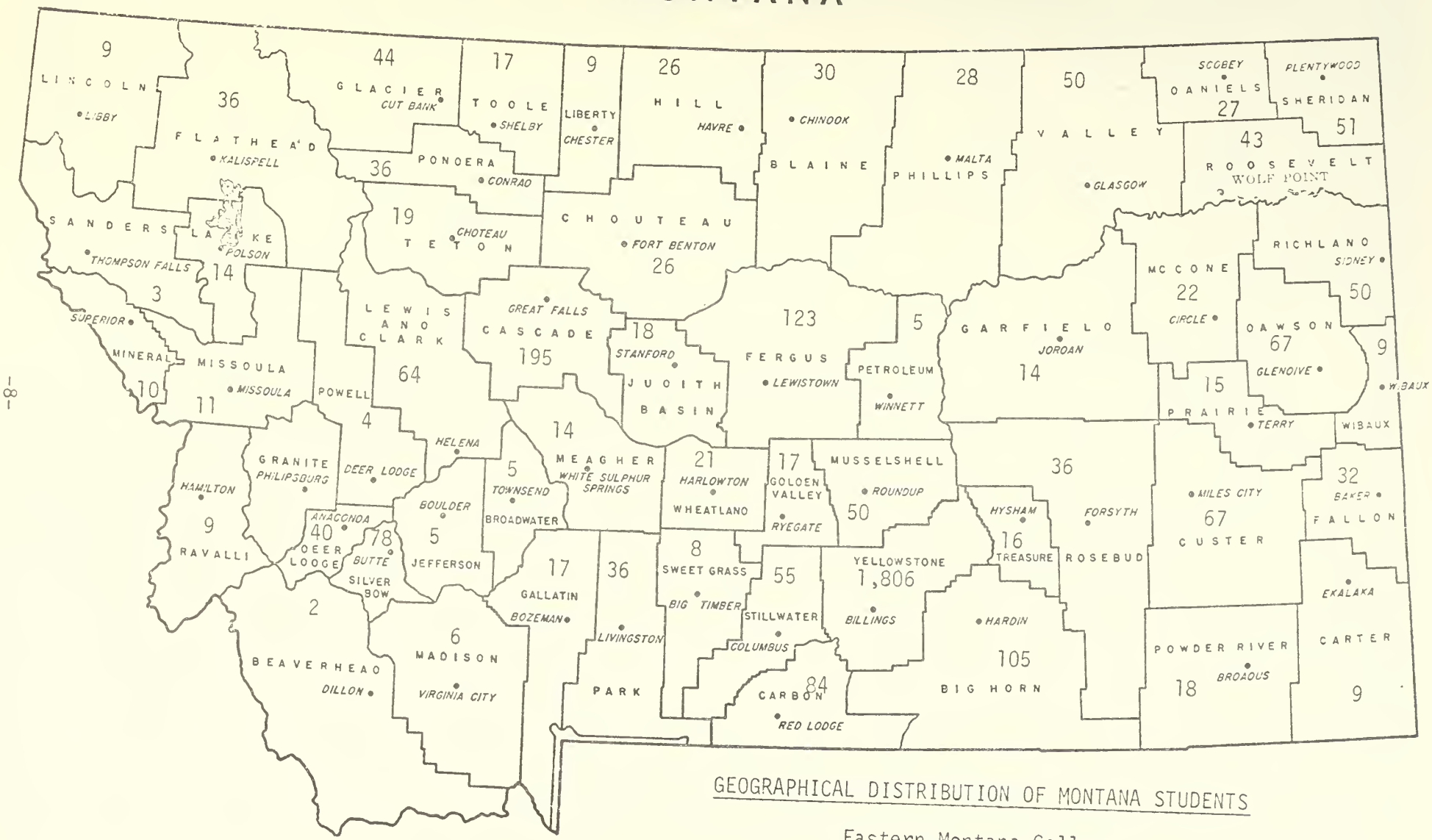
Masters in Education

1964-65	99
1965-66	121
1966-67	101
1967-68	111
1968-69	137
1969-70	107

Masters in Rehabilitation Counseling

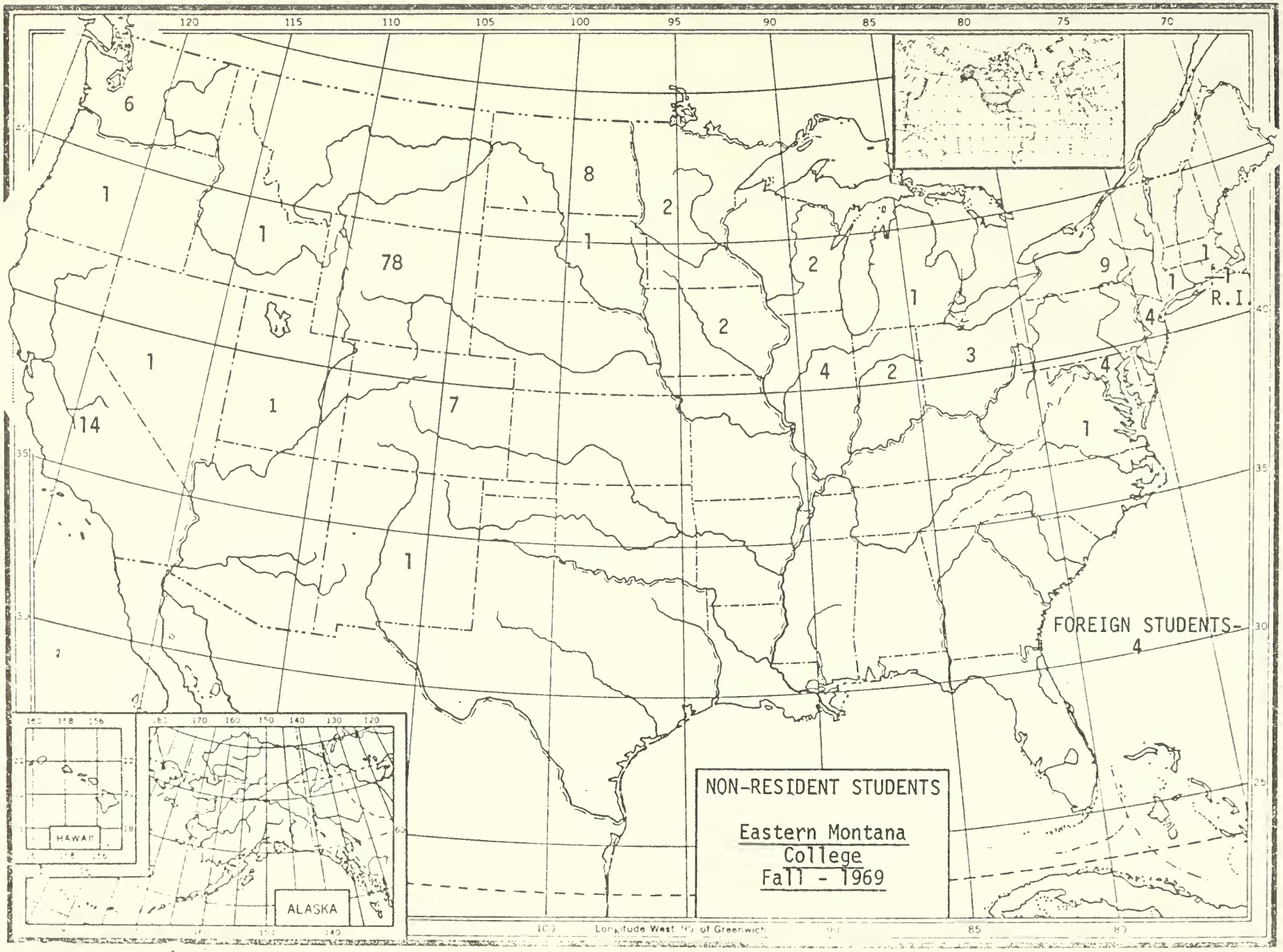
1969-70	15

MONTANA



GEOGRAPHICAL DISTRIBUTION OF MONTANA STUDENTS

Eastern Montana College
Fall - 1969


NON-RESIDENT STUDENTS
Eastern Montana
College
Fall - 1969
FOREIGN STUDENTS-
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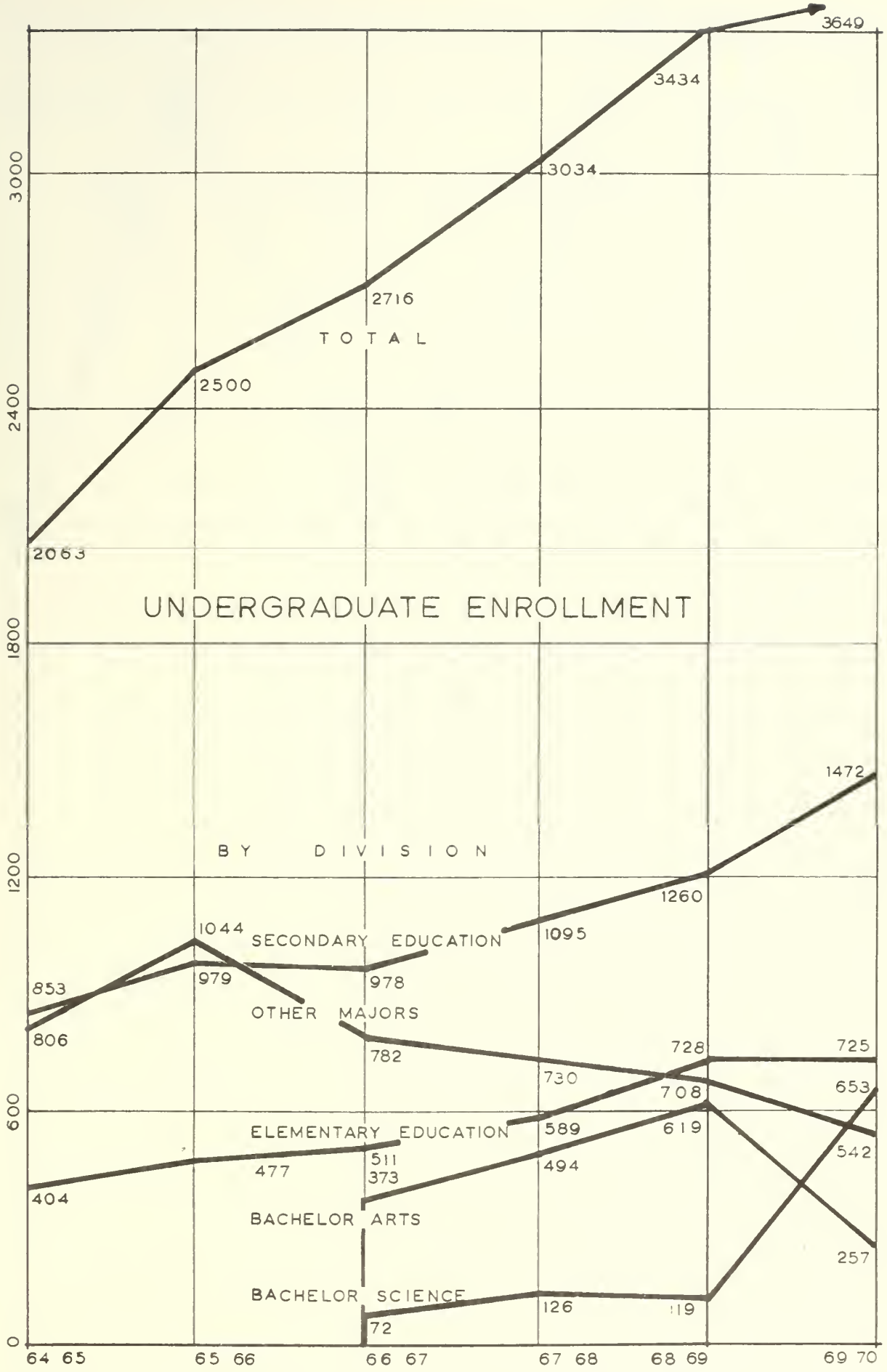
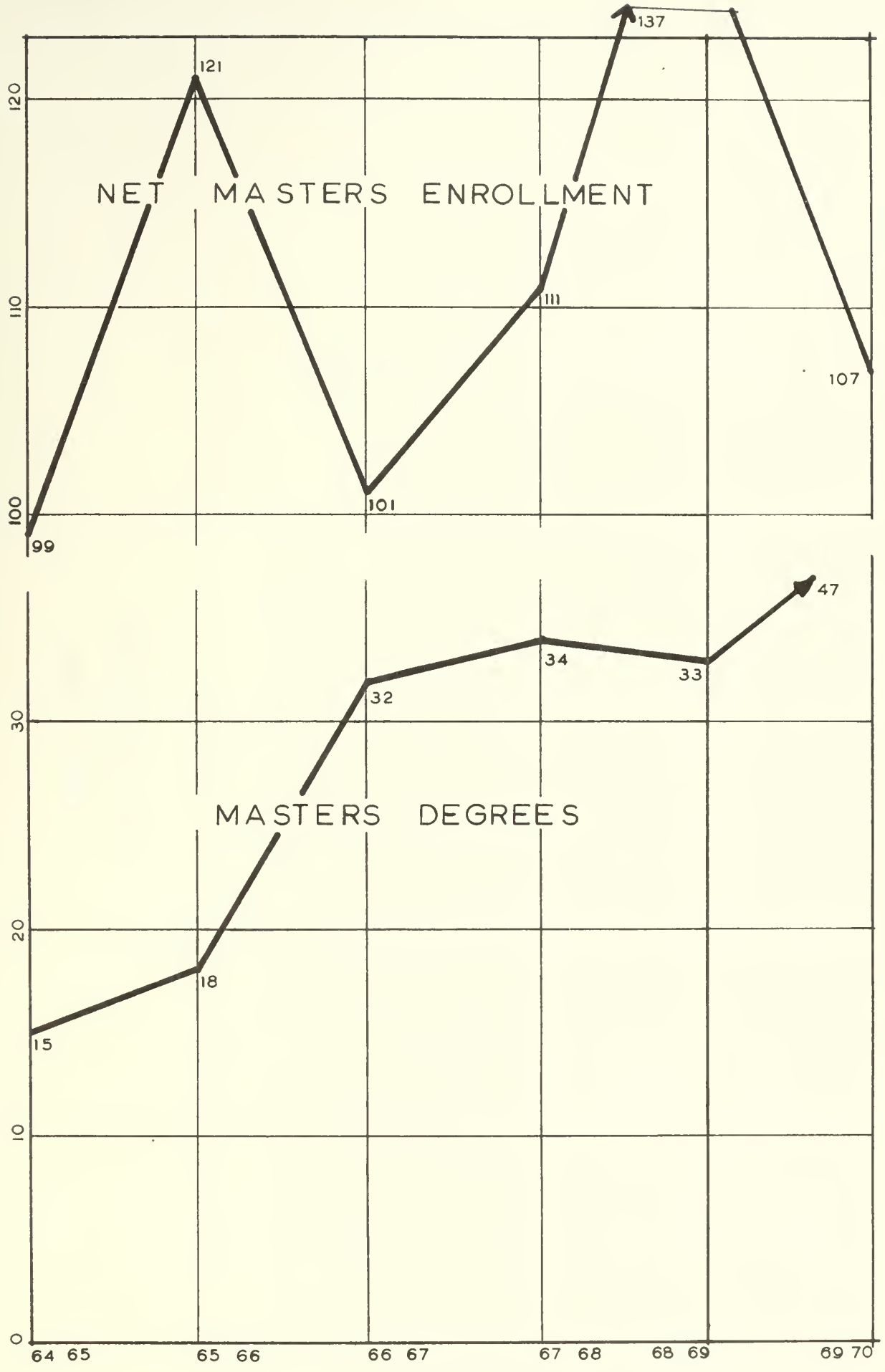
R.I.
HAWAII
ALASKA
Longitude West of Greenwich



EASTERN MONTANA COLLEGE


NET MASTERS ENROLLMENT
120
110
100
99
121
101
111
137
107
MASTERS DEGREES
30
20
10
0
15
18
32
34
33
47
64 65
65 66
66 67
67 68
68 69
69 70

DEGREES GRANTED

Eastern Montana College
Billings, Montana

Undergraduate

Year	Elementary Education	Secondary Education	Bachelor Arts	Bachelor Science	Total
1964-65	115	115			230
1965-66	166	138			304
1966-67	156	136	9		301
1967-68	144	156	17	19	336
1968-69	178	174	33	50	435
1969-70	188	224	45	94	551

Masters in Education

1964-65	15
1965-66	18
1966-67	32
1967-68	34
1968-69	33
1969-70	39

Masters in Rehabilitation Counseling

1960-70	8

DEGREES GRANTED

Eastern Montana College
Billings, Montana

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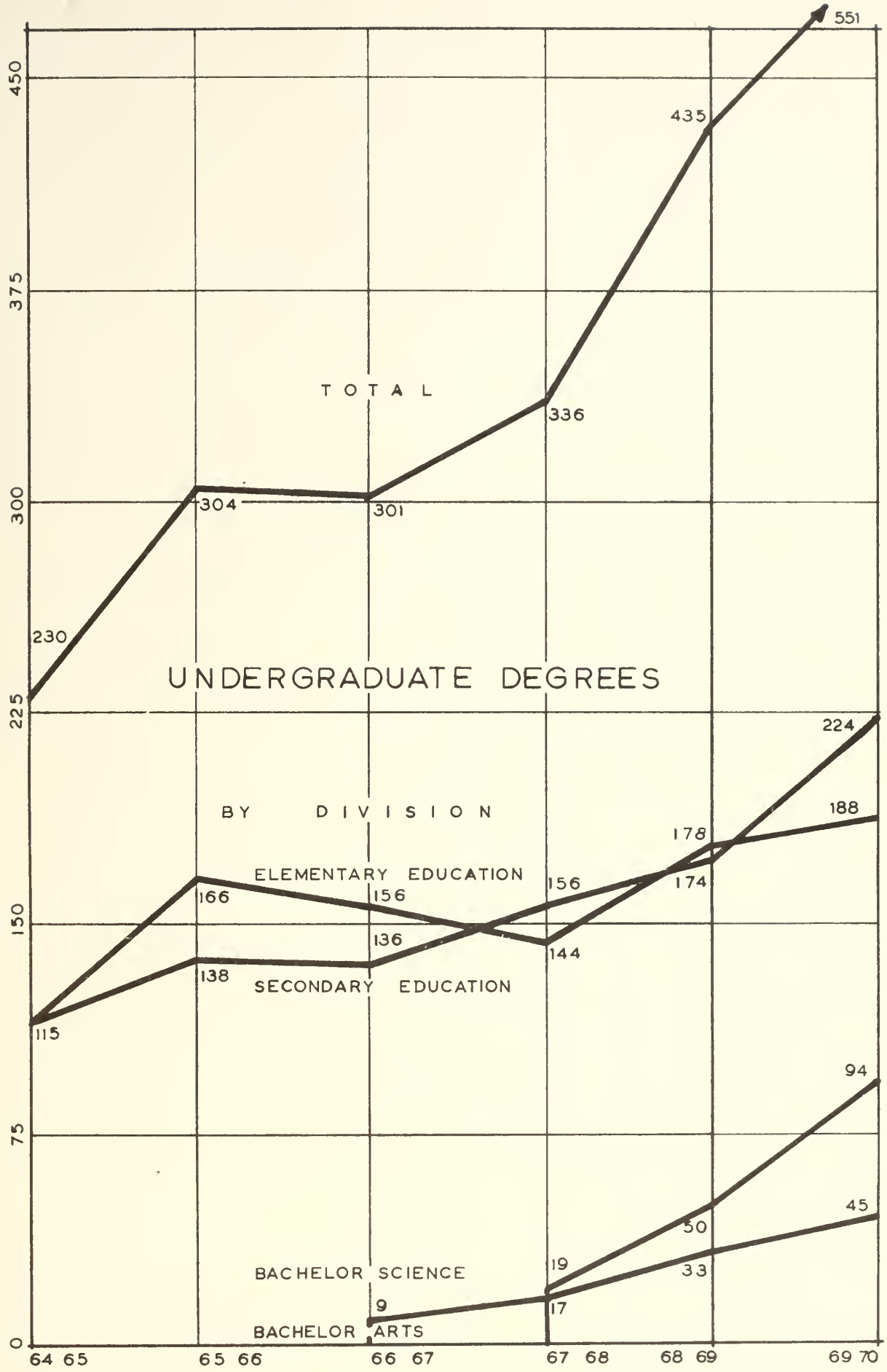


EASTERN MONTANA COLLEGE

MONTANA COLLEGE OF MINERAL SCIENCE

AND TECHNOLOGY

MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY

Statement of Role and Scope

Montana College of Mineral Science and Technology owes its origin and activation to an Act of the State Legislature of 1893. The intent of this legislation was to provide a mineral engineering college as one of four initial units of a State university system, located at the mineral industry center of the State, and dedicated to the education of mineral industry engineers to serve a State whose very inception had been mineral oriented and whose major economic support rested on mineral production. The initial intent has served as the principal purpose of the college since its beginning and remains so today.

In keeping with subsequent developments and the increasing sophistication of the mineral industry, the original curriculum in mining engineering has evolved into separate, specialized curricula designed to prepare students for professional service in the principal complex and specialized categories of the industry. This process has resulted in present engineering degree programs in geology, mining, mineral beneficiation, metallurgy, petroleum, and geophysics. Related areas of greater specialization are being satisfied currently through directed specialization within the basic degree fields. Other mineral industry specializations which are developing rapidly along with space-age, ecological, and environmental technologies are served currently through a broadly applicable degree program in engineering science.

Originally, support for engineering curricula was accomplished by providing necessary courses in specific subject fields of the arts and sciences. This has resulted in the development of extensive specialized strength in the physical sciences and mathematics, the scientific basis for all mineral engineering curricula. Concurrently, the need to provide broad cultural enrichment in engineering education has resulted in the development of varying degrees of strength in several of the important subject fields of the humanities, social sciences, and biological sciences.

Very early in the growth and development of the college, local students who were not in the engineering program and who in many instances could not afford college education at away-from-home locations elected to take advantage of the engineering support program outlined above to begin their college educations at this institution to satisfy general educational requirements of the curricula in which they would later specialize at other institutions. Economic pressures during the nineteen thirties forced increasing numbers of local students to enter this general program. Through the nineteen fifties and sixties, both the number of students and the number of courses necessary to serve their needs have increased rapidly, due in part to inflationary costs and in part to increasing numbers of young people for whom higher education is essential to gainful employment. Currently, slightly over fifty per cent of the college enrollment is in the general program, and many service departments have developed considerable

strength to satisfy student and program need. Such strength also amplifies and improves the service support of these departments to the engineering program.

The same pressures which have caused increased general student enrollment at this college have caused teachers' colleges to become liberal arts colleges, junior colleges to become four-year colleges, and the larger universities to become overpopulated to the point of administrative inefficiency and educational deterioration. In the more populous states, additional colleges are being activated at an unprecedented rate while the pressure of additional students continues. If the educational needs of the future are to be met, increasing numbers of students must be afforded the opportunity not only to begin but also to complete their college education at colleges where their numbers can be absorbed without impairing educational quality and where additional students will improve rather than impair efficiency and economy of operation.

In view of both past and present developments, as well as future needs in higher education, the future course of Montana College of Mineral Science and Technology seems to be clear. There are several things this college should do.

The primary purpose of this institution is, and should remain, the education of mineral engineers to serve the ever-increasing needs of a society and an essential industry, both of which are mineral and metal oriented. In meeting this need, this college should stay abreast of ever changing mineral science and technology, modify existing curricula to reflect these changes, and introduce new curricula as presently emerging mineral technologies become defined clearly enough to justify such new curricula. Both present and future mineral engineering programs should encompass education through both the Bachelor's and the Master's degree levels. The Bachelor's degree program is necessary for supplying production engineers to the industry. The Master's degree program accomplishes two purposes. First, it provides for student and faculty research activity, thus contributing to the development of new knowledge which is essential both to the growth and development of subject fields of study and to the continued professional growth and development of the faculty and graduate students involved. Second, it provides professional opportunity for development which is essential to recruiting and retaining quality faculty members while it prepares students for advanced production and research service to the industry or to teaching. Doctoral programs should be developed in the future as capability and need may dictate. Existing doctoral programs at other mineral engineering colleges are capable of satisfying current needs at this level. Because demand far exceeds present supplies of mineral engineers at the Bachelor's and Master's levels, this college, along with other mineral engineering colleges, must enter into an intensive recruitment program for additional mineral engineering students if the mineral industry is to be more adequately served in future years.

The secondary purpose of the college is to serve adequately the large general student enrollment. Presently this includes Bachelor' degree programs in chemistry and mathematics, and principally lower division courses in many subject fields of the humanities, physical sciences, biological sciences, and social sciences, although in some subject areas upper division courses which support the engineering curricula are also available to general students. Thus, other than in chemistry and mathematics, in which undergraduate degrees may be earned, this program permits students to complete one or more years of general college work before transferring to other institutions to complete their college education.

In view of both current and future needs for higher education, as well as economic pressures created by increasing costs, a goodly percentage of these local general students should be provided an opportunity to graduate at this institution. The educational program must be expanded to include study at the Bachelor's level in several common subject areas of the arts and sciences such as geology, physics, biology, English, history, economics, sociology, etc. In certain subject areas such as geology and physics, adequate strength exists presently in all categories of evaluation to offer degree work immediately. Degree curricula in English and history will be implemented by effecting minor improvements, in ample time to accommodate students beginning in these fields now. Degree work in other subject fields can be developed over a period of years as enrollment increases and capability is improved. Four year work leading to degrees in less common areas of the arts and sciences and in the educational subject fields of the various professional schools should not be developed at this institution.

In the area of public service and continuing education, activities of the Bureau of Mines and Geology must continue to be oriented toward development of the mineral resources of the State including groundwater, ecological impact of environmental control, dissemination of information obtained, and economic improvement of the State. Research projects, conferences, symposia, publications, visits to mineral operations, dissemination of technical information and advice, and replies to inquiries should be employed as needed in accomplishing the work of this bureau. The college also must continue, and where necessary augment, programs of public information services, late afternoon and evening classes, special courses as needed, extension, special events, and high school-college activities.

Research activities must be expanded as personnel and facilities become available, both by the instructional departments and by the Bureau of Mines and Geology. Problems of environmental conservation and control, location and economical development of mineral resources, and the development of new instrumentation, new methods and new materials must be solved if our society is to continue its present high standard of attainment. The discovery and dissemination of new knowledge must not lag. Graduate instructional programs must be continuously improved and strengthened to meet the ever changing industry and technology.

Montana College of Mineral Science and Technology

Extension and Public Service Statement

In 1919, the State Legislature recognized the need for a public service agency which would develop, gather, and disseminate information concerning the location and development of mineral resources of the State, in this way contributing to the economic development of Montana. To this end, the Montana State Bureau of Mines and Geology was established as a department of Montana College of Mineral Science and Technology. Over the years since its activation this bureau has served the State well, and continues to be an important contributor toward development of mineral resources and economic improvement. To accomplish its purpose, the Bureau is organized into divisions of information service, geology, groundwater and fuels, mining, and metallurgy. It answers inquiries for information, conducts research projects in all technical divisions, conducts conferences and symposia on special topics, visits mineral operations all over the State, gives technical advice to operators, and publishes the results of its research work. To the time of the last biennial report to the legislature, the bureau had published 41 Memoirs, 67 Bulletins, 26 Information Circulars, and 44 miscellaneous and special publications. These publications are distributed to 340 libraries, educational institutions, state and federal agencies both in this country and abroad, and to many individuals. In a typical biennium, 40 to 50 research projects are conducted, dealing with the geology and mineral resources of the State.

The public service and continuing education program of the college also includes in varying degrees public information services composed of publications such as catalogs and brochures; news releases through newspapers, radio, and television; high school-college relations activities including high school visitations, conferences for high school and grade school teachers, aiding with science fairs, special courses and institutes for high school and grade school teachers, high school student and teacher orientation at special events on campus, and informational films; late afternoon and evening courses on campus, special courses as required, and limited extension; a speakers' bureau; special programs and events on campus to which the public are invited; and use of college facilities by the public for meetings, games, and other events. These programs should grow as the institution grows and becomes more capable of initiating new activities and augmented services.

MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY

Research Statement

At Montana College of Mineral Science and Technology, research is concomitant with the primary instructional purpose of the college. Researches in the subject fields of the mineral industry have been conducted by college faculty beginning with the establishment of the institution, and much of the early scientific development within this industry depended upon studies conducted at this and other similarly oriented colleges. Graduate study programs and Master's degrees were introduced in 1928 and the first degree was awarded in 1930. Since that time, the graduate program has contributed considerably to the research activities of the college. With the establishment of the Montana Bureau of Mines and Geology as a department of the College in 1919, this organization initiated a continuing program of research investigations in the geology, mining, beneficiation, and metallurgy of the mineral resources of the State, including groundwater and petroleum, in addition to carrying out its other public service functions. This dual research program of both the Bureau and the academic faculties has grown through the years to its present dimension and has made an outstanding contribution to the economic growth and development of the State as well as to the scientific literature of mineral science and technology. As additional personnel, facilities, and funds have become available, research efforts of the college have expanded, with proportional increased benefits to society. State support for this kind of activity has been limited, but in recent years considerable financial assistance has been received through research grants from federal and state agencies and industrial companies. Such grants and research contracts have supported faculty and graduate student efforts which would not have been possible without this aid. This research support also has resulted in the acquisition of a considerable quantity of sophisticated, costly instrumentation and equipment for use in both research and instruction which would not have been possible otherwise, has served as encouragement and incentive to both faculty and students, and has helped to recruit and retain faculty. Research oreintation as a corollary commitment of the college to undergraduate and graduate instruction has contributed in an outstanding manner to quality of instruction as well as to the scientific and professional development of the technology it serves. In future years, research activity must continue to be encouraged, and additional support must be provided if Montana College of Mineral Science and Technology is to remain among the leaders in the field of mineral engineering education, and if this college is to continue its outstanding contribution to the growth and development of our mineral and metal oriented society.

Montana College of Mineral Science and Technology

Research Expenditures

Year	Bureau of Mines & Geology Research & Public Service	College Foundation
1964-65	$ 170,565	$ 78,978
1965-66	231,525	172,029
1966-67	234,268	145,250
1967-68	309,202	116,304
1968-69	330,682	161,085
1969-70 (Est.)	366,857	200,000

ENROLLMENT

in Fall Semester of Each Year

Montana College of Mineral Science and Technology
Butte, Montana

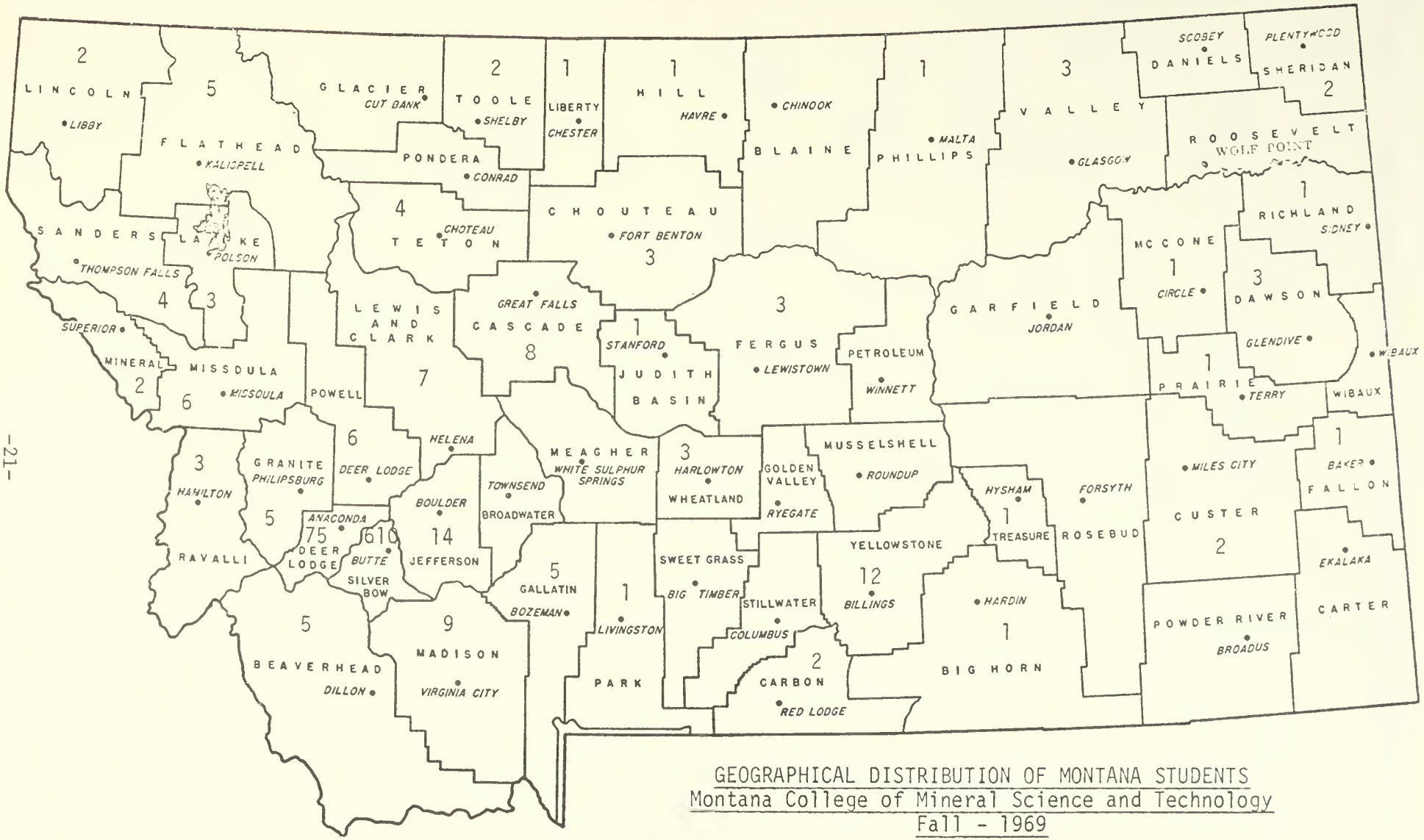
Undergraduate

Year	General	Engineering	Total
1964-65	264	224	488
1965-66	328	247	575
1966-67	318	270	588
1967-68	284	271	555
1968-69	375	334	709
1969-70	491	382	873

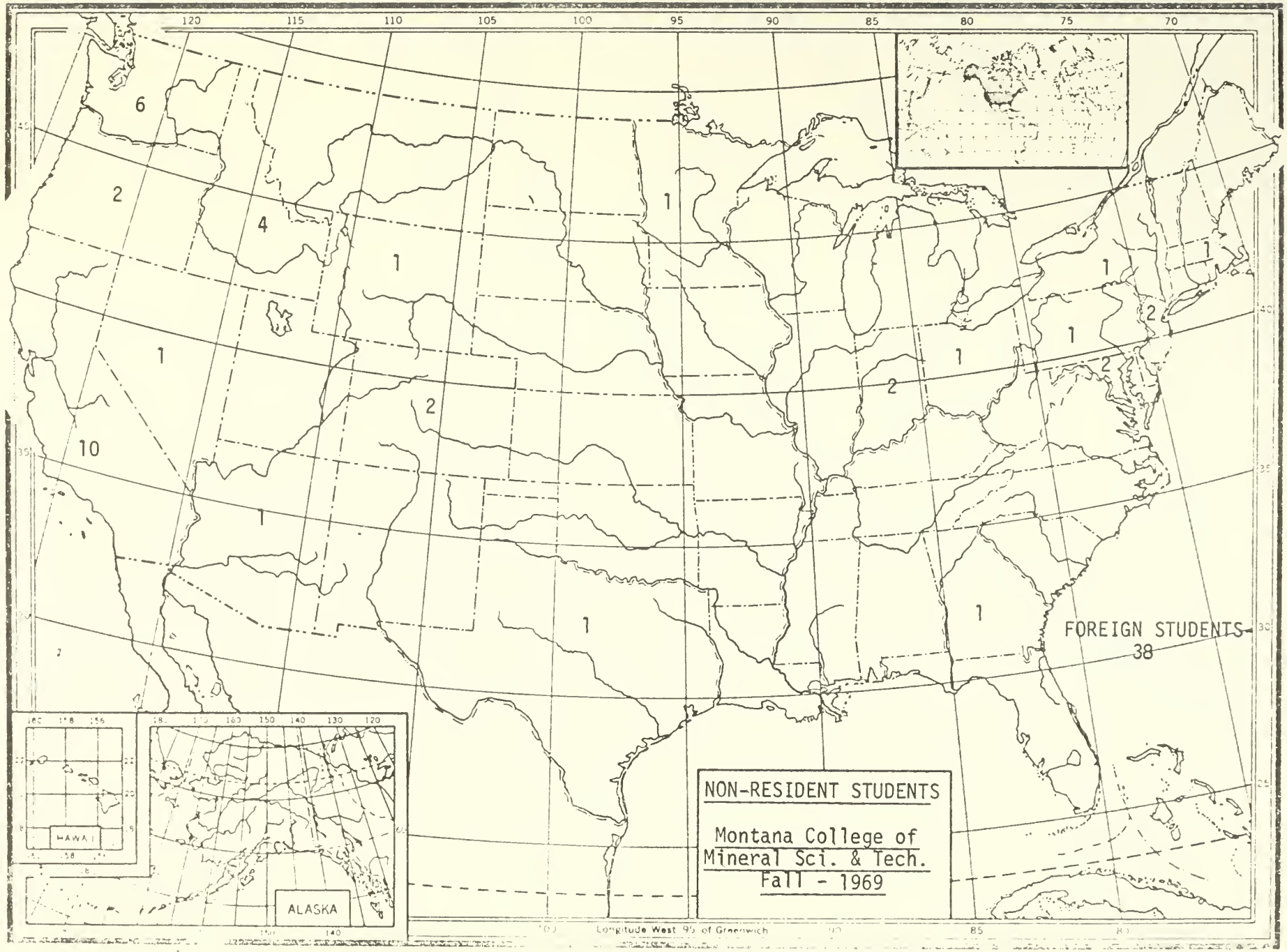
Masters

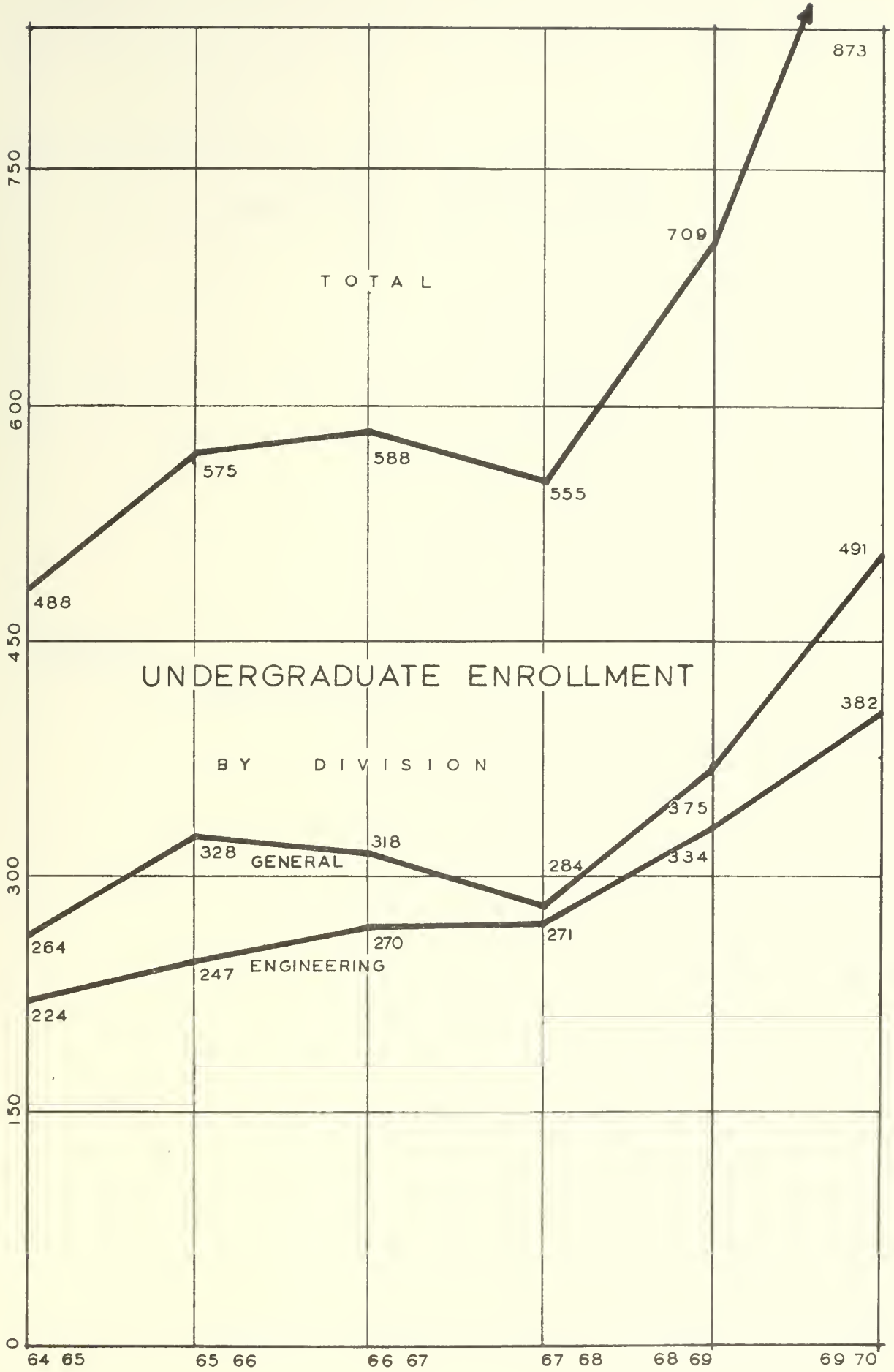
1964-65		29	29
1965-66		28	28
1966-67		27	27
1967-68		42	42
1968-69		25	25
1969-70		24	24

MONTANA

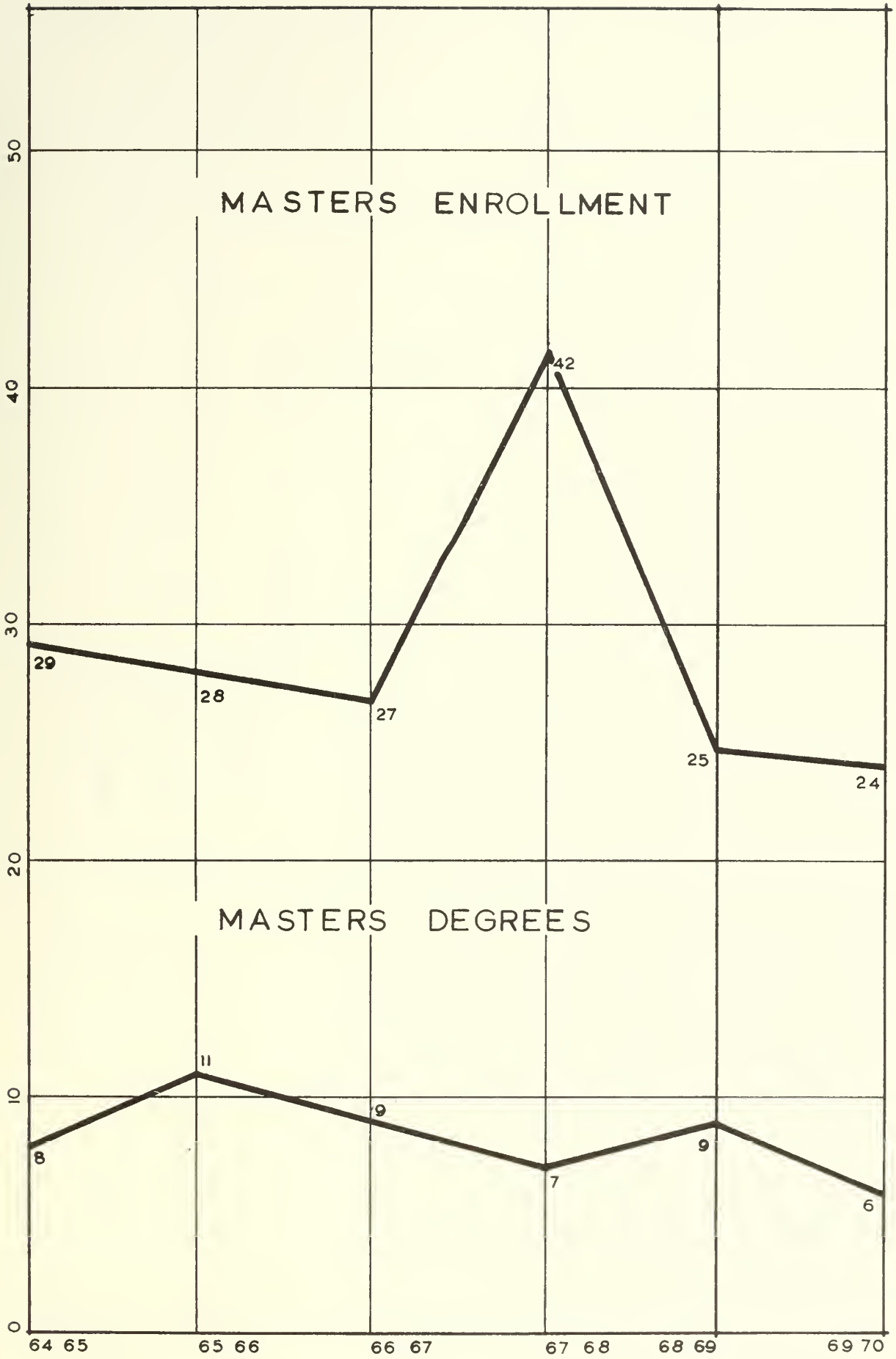


GEOGRAPHICAL DISTRIBUTION OF MONTANA STUDENTS
Montana College of Mineral Science and Technology
Fall - 1969


NON-RESIDENT STUDENTS
Montana College of
Mineral Sci. & Tech.
Fall - 1969
FOREIGN STUDENTS
38
HAWAII
ALASKA
Longitude West 95 of Greenwich



MONTANA TECH.



MONTANA TECH.

DEGREES GRANTED

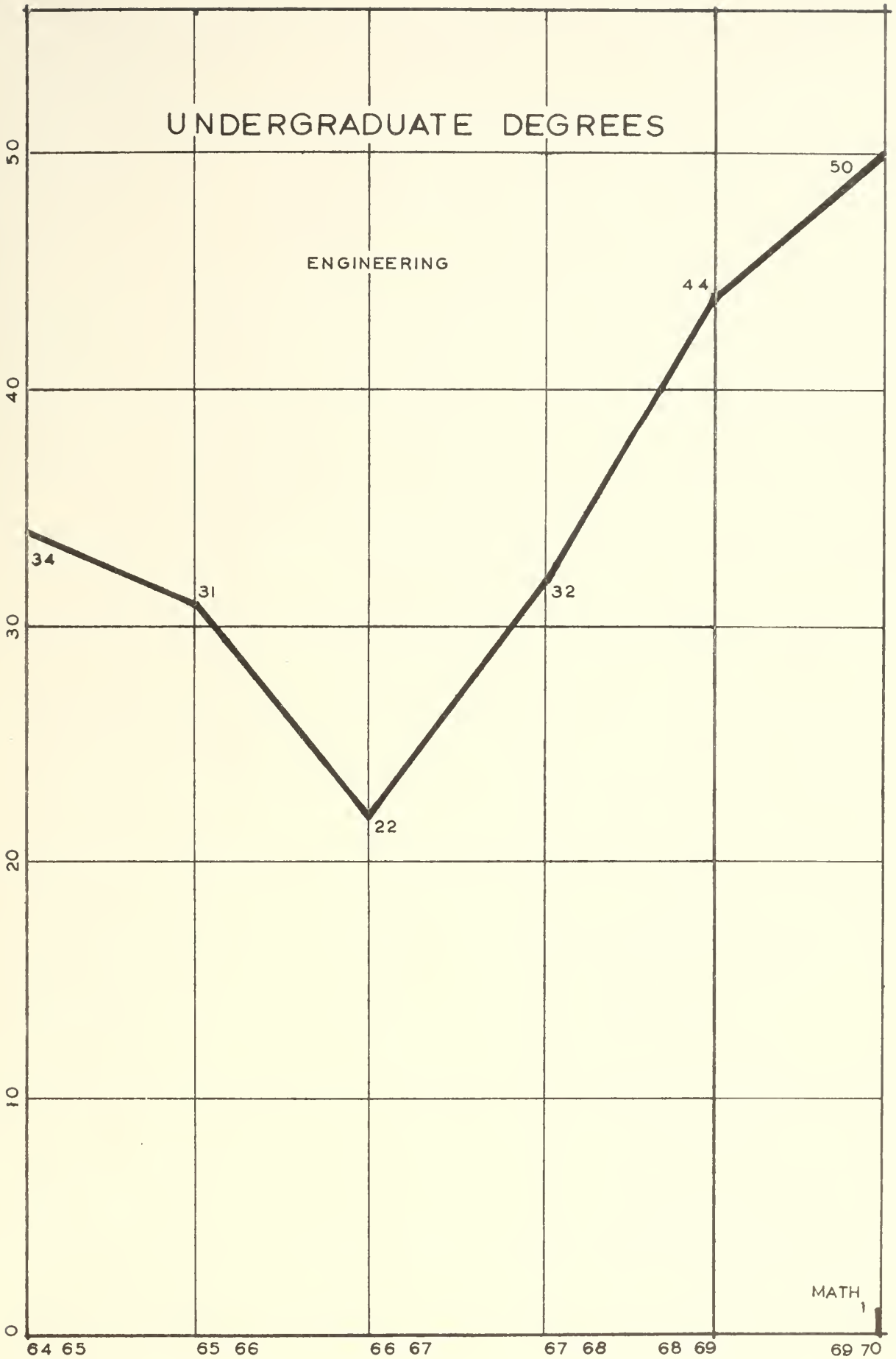
Montana College of Mineral Science and Technology
Butte, Montana

Undergraduate

Year	Math	Engineering	Total
1964-65		34	34
1965-66		31	31
1966-67		22	22
1967-68		32	32
1968-69		44	44
1969-70	1	50	51

Masters

1964-65		8	8
1965-66		11	11
1966-67		9	9
1967-68		7	7
1968-69		9	9
1969-70		6	6



MONTANA TECH.

MONTANA STATE UNIVERSITY

MONTANA STATE UNIVERSITY

STATEMENT OF ROLE AND SCOPE

This University is a comprehensive undergraduate, graduate, research and public service institution. It should continue to grow until it is a fully developed state university with overlapping responsibilities with Montana's other university except in highly professional fields such as law, pharmacy, agriculture and engineering. The general programs of one need not interfere with those of the other. As a land-grant institution, Montana State University is dedicated to a three-fold function of instruction, research and extension. Our responsibilities in research and extension are covered in another phase of this publication.

The breadth of instructional offerings can be best demonstrated by a listing of baccalaureate, master's and doctoral degree programs that are offered at this institution.

Four-year curricula leading to a Bachelor's Degree:

COLLEGE OF AGRICULTURE

Agricultural Business
Agricultural Education
Agricultural Production with major areas in:
- Agricultural Economics
- Agricultural Mechanics
- Agronomy
- Animal Science
- Range Management
- Recreation Area Management

Agricultural Science with major areas in:
- Agricultural Economics
- Animal Science
- Crops
- Range Management
- Soils
- Recreation Area Management

COLLEGE OF EDUCATION

Elementary Education, with option in:
- Junior High School Physical Education, with options for men and women in:
  - K-12 Physical Education and Health
  - Secondary School
  - Physical Therapy

Secondary Education
- Teaching options are listed below:
  - Teaching majors may be taken in Chemistry, Physics, General Science, Physical Science, Social Science.

Teaching minors may be taken in Agricultural Education, Art, Biological Science, Business Education, Chemistry, Earth Sciences, Economics, English, Geography, Health Education, History, Home Economics, Industrial Arts, Library Science, Mathematics, Modern Languages, Music, Physical Education, Physics, Psychology, Social Science, Speech, Theatre Arts.

COLLEGE OF ENGINEERING

- Agricultural Engineering
- Chemical Engineering with
  - option in: Petroleum Refining
- Civil Engineering
- Construction Technology
- Electrical Engineering
- Engineering Science
- Industrial and Management Engineering
- Mechanical Engineering
- Mechanical Technology

COLLEGE OF LETTERS AND SCIENCE

- Botany with option in:
  - Teaching
- Chemistry
- Earth Sciences with option in:
  - Geography
  - Geology
  - Geophysics
  - Teaching
- Economics
- English with options in:
  - Communication
  - Literature
  - Speech
  - Theatre Arts
  - Teaching (English)
  - Teaching (Speech)
- Entomology
- Fish and Wildlife Management
- General Studies--Two-Year program for undecided students.
- Government
- History with option in:
  - Teaching
- Mathematics with options in:
  - Statistics
  - Teaching
- Microbiology with options in:
  - Environmental Health
  - Medical Technology
- Modern Languages with option in:
  - Teaching
- Philosophy
- Physics
- Premedicine
  - (Predental)
  - (Preveterinary)
- Psychology
- Sociology with options in:
  - Social Work
  - Rural Sociology
- Zoology

COLLEGE OF PROFESSIONAL SCHOOLS

- Architecture
- Art with options in:
  - Art Education
  - Applied Art
  - Graphic Design
  - Industrial Design
  - Interior Design
- Commerce with options in:
  - Accounting
  - Business Education with concentration in:
    - Office Occupations
    - Distributive Education
  - General Business
  - Secretarial
- Film and Television Production with options in:
  - Motion Picture and TV Production
  - Still Photography
- Home Economics with options in:
  - Business
  - Education
  - Family and Community Service
  - Predietetics and Technology
- Industrial Arts with option in:
  - Teaching
- Music Educaton
- Nursing

Master's degrees at Montana State University:

Master of Science in:
- Aerospace and Mechanical Engineering (A,B)
- Agricultural Economics (A,B)
- Agricultural Education (A,B)
- Agricultural Engineering (B)
- Agronomy (A,B)
- Animal Science (A,B)
- Botany (A,B)
- Business Education (A,B)
- Chemical Engineering (A,B)
- Chemistry (A,B)
- Civil Engineering (A,B)
- Earth Sciences (A,B)
- Education (A)
- Electrical Engineering (B)
- Entomology (A,B)
- Fish and Wildlife Management (A,B)
- Home Economics (A,B)
- Industrial and Management Engineering (A,B)
- Mathematics (A,B)*
- Microbiology (A,B)
- Physics (A,B)
- Range Management (A,B)
- Soils (A,B)
- Veterinary Science (A)
- Zoology (A,B)

Master of Science in Applied Science

Master of Education
Master of Applied Art
Master of Nursing

*With either a Mathematics or Statistics major

Doctor of Philosophy degrees at Montana State University:

Aerospace and Mechanical Engineering
Agricultural Economics
Biochemistry
Botany
Chemical Engineering
Chemistry
Civil Engineering
Crop and Soil Science
Education
Electrical Engineering
Entomology
Fish and Wildlife Management
Genetics
Mathematics
Microbiology
Physics
Plant Pathology
Veterinary Science
Zoology

MONTANA STATE UNIVERSITY

Extension and Public Service Statement

The State University defines public service as those educational and service activities designed to assist the people of Montana who are not regularly enrolled, full-time students of the university.

METHODS FOR PROVIDING PUBLIC SERVICE:

The university provides information and education through public meetings, special schools and institutes, courses, workshops, consultation, demonstrations, seminars, the mass media, special studies, publications, personal contact and the administration of special programs. Use of facilities "on the Bozeman campus" provides an additional service.

PUBLIC SERVICE PROGRAMS:

Montana Cooperative Extension Service

This service, in the College of Agriculture, is headed by a director with a total professional extension staff of 150. Thirty-seven of them are located at Montana State University and the balance serve in county offices throughout the state. Approximately 30% of its financial support is provided through state-appropriated funds. The balance comes from federal, county and other sources.

The 4-H program involves approximately 16,000 youths under 21 years of age and about 6,000 junior and adult leaders. The Service provides information to 11,000 homemakers in the state. In addition, most of the state's farmers and ranchers are part of the Extension Service clientele. In each of the last few years the Extension staff has participated in about 8,000 meetings with an average total attendance of 240,000. The Service prints from 25 to 45 major publications a year and purchases another 20 to 45 publications from other institutions for distribution to the general public. As many as 200 separate smaller extension publications are printed, ranging in size from 1 to 100 pages. The Cooperative Extension Service distributes some 1 to 1.5 million copies of materials each year.

The Montana Cooperative Extension Service program includes:

-- Teaching business management to farmers and ranchers, and to others who work in agriculture.

-- Educational programs to improve quality of agricultural products.

-- Teaching farmers and ranchers to improve capacity of crop and range production through programs in soil fertility, soil and weather management, cultural practices, harvesting and storage, weed control plant diseases.

-- Helping farmers and ranchers increase livestock production through improved nutrition and management and improvement of livestock through breeding and selection.

-- Educational programs to improve and develop use of the states natural resources, land, water, and wild life.

-- Educational programs to increase effectiveness of the Montana producer in agricultural marketing.

-- Training programs for families and individuals in family life and development of the individual.

-- Training programs to help community groups be more effective in understanding the decision-making process.

-- Educational programs in human nutrition; food preparation; clothing construction; financial management; selection, construction and maintenance of household possessions; home and garden beautification and management; and special programs for low income groups.

-- Programs to help Montana people understand and apply safety principles associated with poisons, pesticides, chemicals, equipment, etc.

-- Programs with school personnel throughout the state in civil defense preparedness, and special radiological training for numerous groups.

-- Providing training for leaders of youth and assisting young people acquire knowledge and skills in science and technology, in citizenship responsibilities and leadership.

-- Assisting statewide community development efforts through leadership training in community organization, identification of problems and development opportunities, and providing information on sources of outside assistance.

-- Administering the International Farm Youth Exchange Program for the state.

-- Giving leadership to the statewide Rural Areas Development Program.

Department of Continuing Education

This Department has a full-time director, four full-time professional staff members and draws upon faculty throughout the University. Financial support is almost 100% from fees and outside contracts.

The Department administered 20 extension credit courses, both graduate and undergraduate, with an enrollment of over 700 adults. These courses,

taught in various communities in the state, included: Issues Related to Indian Education; Agricultural Surveying; Renaissance Art History: Training Head Start Teachers; Hydraulics in Agriculture; Social Psychology; Prehistoric and Ethnology of North and Central America; Men and Movements in China; Physical Geology; Diagnostic Teaching; Leadership Skills; Leadership and Communications.

Non-credit programs administered by the Department involved another 1,200 adults. These included: Home Maintenance Training Program for Indians; A Fire Service Institute for Firemen statewide; Advanced Cosmetology Institute; Registered Land Surveyors Training Program; Swimming Skills for Women.

The statewide Civil Defense University Extension Program is administered by the Department and included 28 shelter management courses throughout the state, nine civil defense county conferences, emergency operations simulation exercises at several locations, courses in civil defense management and radiological monitoring for instructors.

Center for Planning and Development

This Center has a part-time director, four professional staff members, and receives its financial support from contracts for community service activities. Additional faculty at the University help conduct specific programs.

The Center provided service to 2,600 people in its programs. Those included: planning and development assistance to selected Montana communities; a special community development program under contract with the Bureau of Indian Affairs; conducting a health survey covering a 16 county area for the Eastern Montana Community Health Association; conducting surveys, training programs, and giving consulting service to the Helena Model Cities Program.

Center for Industrial Development and Management Service

This Center has a director and two full-time professional staff members, and also draws upon other university faculty for special programs. It is federally-funded.

About 500 people participated in the Center programs. A program of management training and technical assistance was provided in areas designated by the Economic Development Administration, U.S. Department of Commerce, covering 7 Montana Indian Reservations and 19 additional counties. Illustrations of types of industry assisted include the following: food processing; meat packing; trout raising; processing of wood products; clothing manufacturing; sports equipment; toys; pre-built homes; plastic products; agricultural equipment products; ski facilities; industrial park sites; banks; shopping centers; a veterinary hospital; a newspaper; irrigation projects.

Office of Public Service

This Office has a full-time director and coordinates facilities on campus for use of outside groups and assists with specific programs. It assists the Montana Law Enforcement Academy in conducting its schools in fingerprinting, photography, management, major cases, and basic training for law enforcement officers in Montana. It also provides facilities and makes on-campus arrangements for numerous conferences and programs conducted by organizations and groups not directly associated with Montana State University, such as School for the Blind.

Civil Defense Professional Development Center

This Center has a part-time director and utilizes staff from other departments. The program is federally-funded.

The principle contract handled by the Civil Defense Center makes provisions for education and consultation work to architects and engineers throughout the state, advising them of the means to provide for dual-use fallout shelters and other emergency conditions on individual building projects. In addition, analyses are made to ascertain existing local needs and research is carried out to discover more efficient means for the design and analysis of fallout shelters.

Center for Intercultural Programs

This Center has a part-time director and a professional staff of two. It receives its financial support from state and contract funds.

With the assistance of the International Visitor Hospitality Committee, composed of citizens in the community, the Center provides the U. S. Department of State with hosting services for international visitors and the people of Montana with an opportunity to become personally acquainted with these visitors and the countries which they represent.

Twice a year, a staff member visits Montana's Indian reservations to counsel parents and prospective students concerning study programs at Montana State University.

The Center is providing training programs for the Peace Corps for service in Ecuador.

State Agency, Title I, Higher Education Act of 1965, Community Services and Continuing Education

Montana State University administers this statewide program of community service which involves all institutions of higher education in the state. Financial support is two-thirds federal, one-third state. A state advisory council appointed by the Governor assists with administration of the program. The coordinator for all extension and community service programs at Montana State University serves also as state administrator of this program, assisted by one full-time staff member.

Departmental Public Service Programs

Numerous academic departments conduct public service programs of training and education such as:

Beef Production School; FFA Leadership School; Hatchery Management Workshop; Cheerleaders Workshop; Head Start Teacher Training Workshop; Realtor's Institute; Basic Adult Education Workshop; Precision Drill Workshop; Data Processing Conference; Coachs' Clinic; Training Program to Update Inactive Nurses; Helena Model Cities Recreation Development Program; Science Teachers Training Workshop for Crow Indian Reservation; Festival Chamber Music Workshop; Choral Music Clinic; Water and Waste Water Treatment Workshop; Scientific and Computer Applications; Industrial and Management Field Services; and the Engineering and Research Development Newsletter.

Other Public Service Activities

Individual faculty members provide advisory and consulting services to many state and national groups concerned with the public welfare including:

The State of Montana Constitutional Revision Committee; Committee on Legislative Reorganization; Montana Distributive Education Program; Montana Small Business Administration; Nursing Association; Montana School Boards Association; Rocky Mountain Education Laboratory; American Road Builders Association; Montana Arts Council; State Advisory Council of the Community Services and Continuing Education Program; State Safety Code Committee; Montana Highway Revegetation Committee; Great Plains Regional Tax Committee, Rocky Mountain Industrial Arts Association; State Technical Services Advisory Council.

The students and faculty of the University provided an additional public service to approximately 50,000 Montana citizens through the school's lecture series, art and architectural exihibitions, musical and theatrical performances.

Montana State University
Research Statement

Montana State University has emphasized research in its policies and programs throughout the history of the institution. Research is closely related to graduate education and is coordinated with the responsibilities of the University in undergraduate teaching and in public service.

Research at Montana State University is funded by appropriations to the experiment stations and research centers, by grants and contracts from federal, state and private agencies for institutional and individual projects, and by that part of the regular instructional budget allotted to departmental research.

The Vice President for Research coordinates the various research activities of the University including the Agricultural Experiment Stations, the Engineering Experiment Station, the Endowment and Research Foundation and the Montana University Joint Water Resources Research Center. He serves as Executive Director of the Foundation and provides advice and assistance to the faculty members in the development of research projects and programs.

Montana State University carries on a wide range of research projects. Major research areas include agriculture; engineering; environmental studies; medical and health problems; veterinary medicine; chemistry and physics; and community planning and development.

The following on-campus and off-campus research organizations and facilities comprise the research complex at Montana State University:

Agricultural Experiment Stations
- Main Station (Campus)
- Veterinary Research Laboratory
- Wool Research Laboratory
- Cereal Quality Laboratory
- Red Bluff Research Ranch
- Six Branch Experiment Stations

Engineering Experiment Station
- Electronics Research Laboratory

Endowment and Research Foundation
- Center for Environmental Studies
- Bangtail Mountain Observatory
- Research Park Building

Museum of the Rockies

Water Resources Research Center

Affiliated Federal Facilities
- Entomology Research Laboratory (USDA)
- Forestry Sciences Laboratory (USDA)
- Northern Plains Soil and Water Research Center (USDA)
- Range Livestock Experiment Station (USDA)

The following expenditures were made for research during the last five years:

Unit	1964-65	1965-66	1966-67	1967-68	1968-69
Agri. Exp. Stations	2,198,540	2,426,513	2,656,308	2,847,538	2,979,352
Engr. Exp. Station	94,679	124,394	127,569	176,003	196,121
Endmt. & Res. Foundation	2,315,336	2,033,737	2,445,789	3,243,000	3,138,471
Water Resources Res. Center	75,000	172,014	160,678	141,860	157,053
Totals	$4,683,555	$4,756,658	$5,390,344	$6,408,401	$6,470,997

ENROLLMENT

in Fall Semester of Each Year

Montana State University
Bozeman, Montana

Undergraduate

Year	Agriculture	Education	Engineering	Letters & Science	Profes-sional	General Studies	Total
1964-65	447	748	998	1161	1424		4778
1965-66	527	811	1098	1338	1628		5402
1966-67	605	885	1074	1391	1821		5776
1967-68	626	947	1130	1554	1946		6203
1968-69	703	827	1197	1777	2089		6593
1969-70	767	817	1278	1625	2213	332	7032

Masters

1964-65	32	21	58	99	18		228
1965-66	35	23	41	92	31		222
1966-67	36	21	33	126	32		248
1967-68	48	25	62	155	34		324
1968-69	48	48	70	154	51		371
1969-70	43	43	60	154	58	1	359

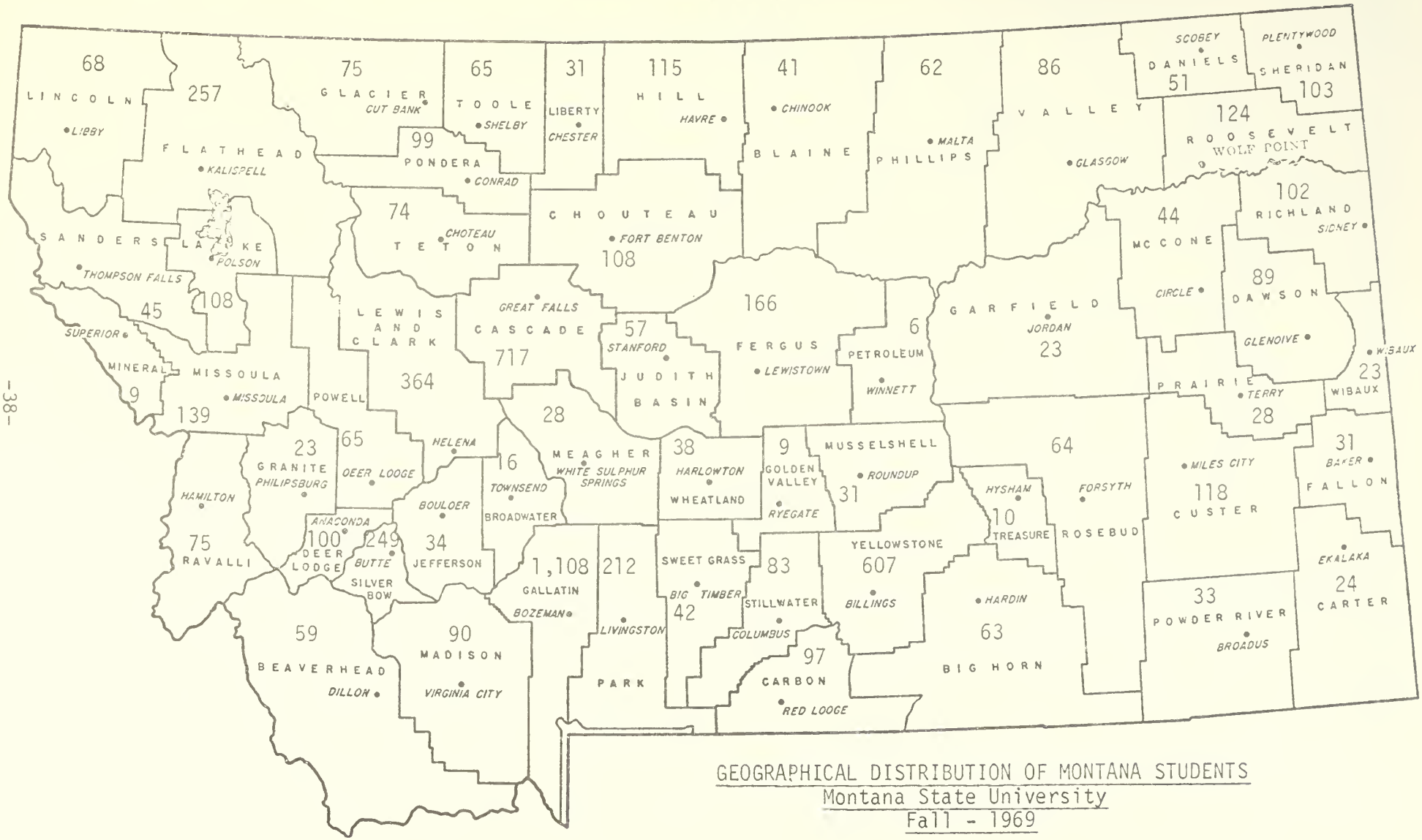
Doctor of Philosophy

1964-65	10	2	17	49			78
1965-66	15	6	33	83			137
1966-67	12	8	32	79			131
1967-68	9	16	35	89			149
1968-69	16	17	39	103			175
1969-70	21	22	31	102			176

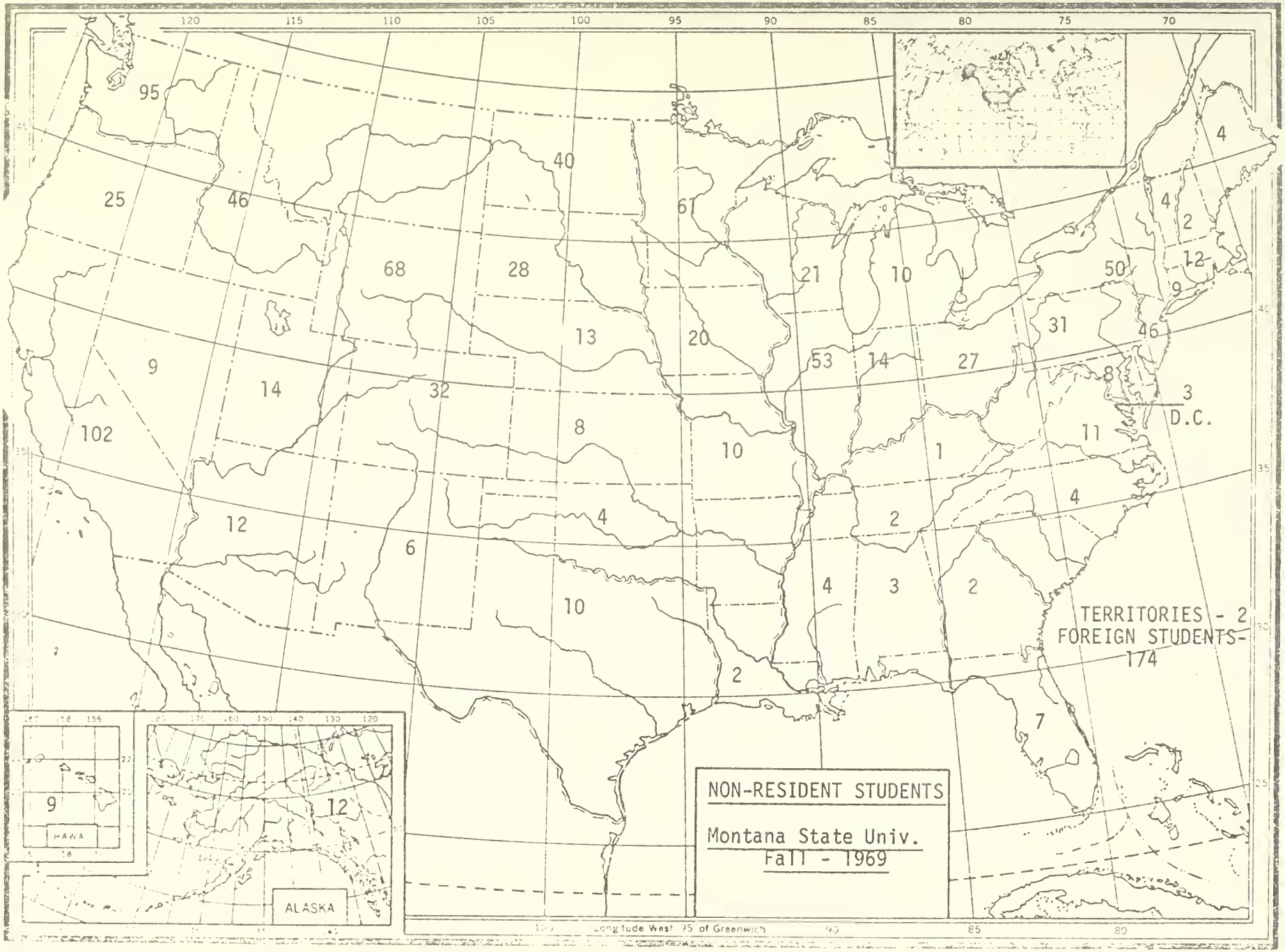
Graduate Non-Degree

1964-65	5	21	21	43	20		110
1965-66	6	22	18	63	19		128
1966-67	15	21	12	41	24		113
1967-68	12	22	9	28	21		92
1968-69	16	27	10	51	31		135
1969-70	9	35	12	21	13	61	151

MONTANA



GEOGRAPHICAL DISTRIBUTION OF MONTANA STUDENTS
Montana State University
Fall - 1969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TERRITORIES - 2
FOREIGN STUDENTS-
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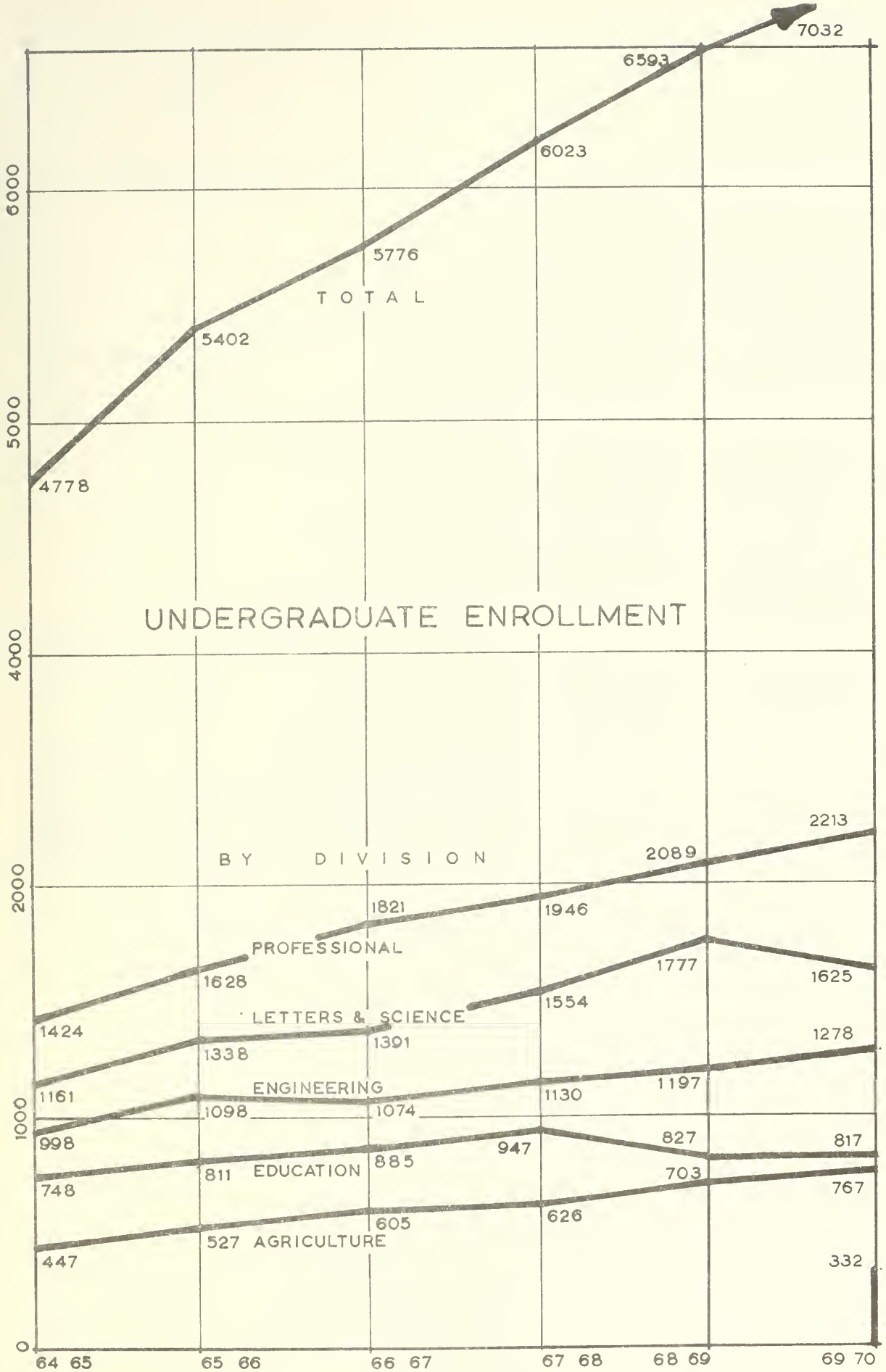
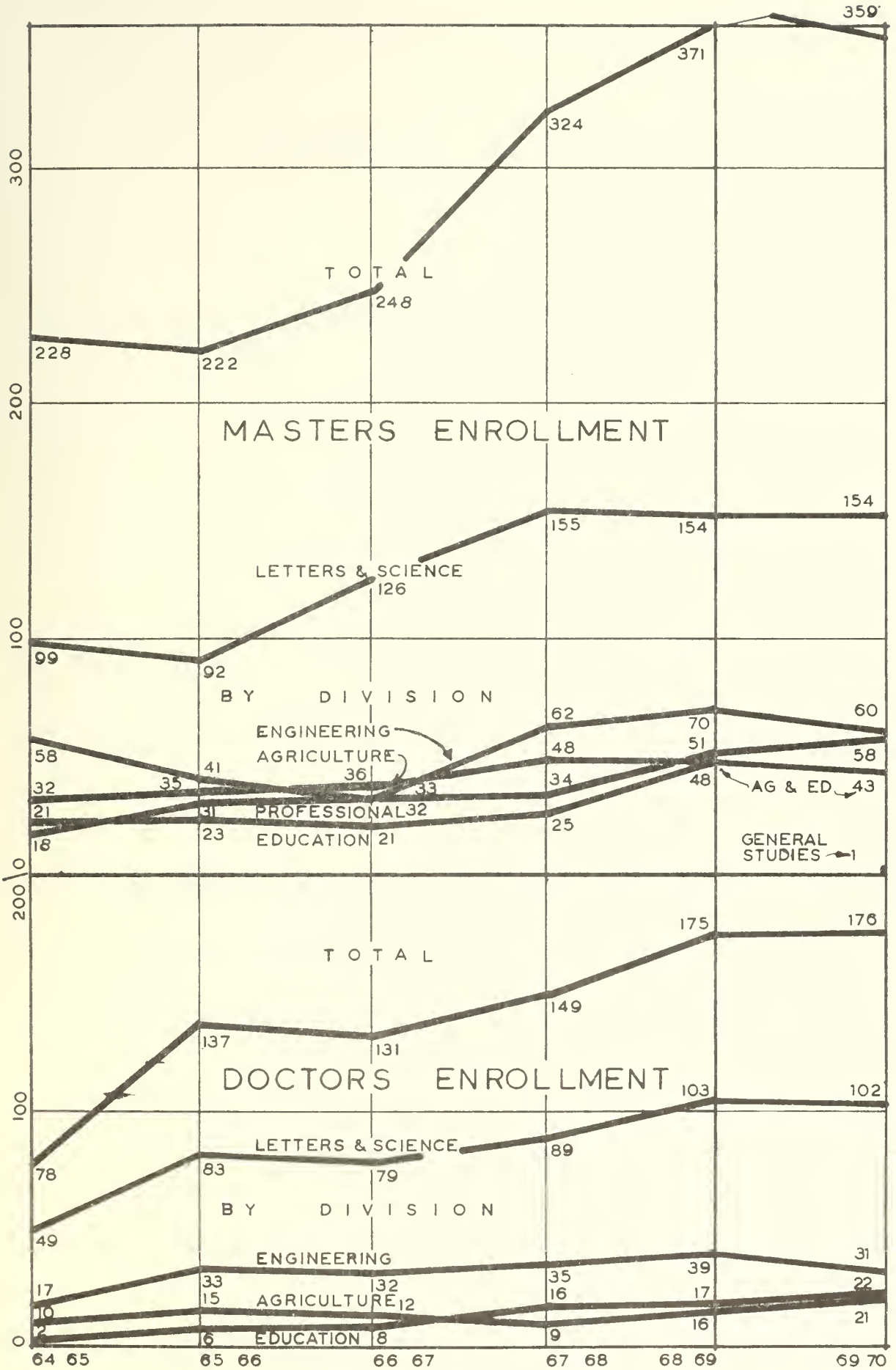
9
HAWA
12
ALASKA
NON-RESIDENT STUDENTS
Montana State Univ.
Fall - 1969
Longitude West 95 of Greenwich



MONTANA STATE UNIVERSITY



MONTANA STATE UNIVERSITY

DEGREES GRANTED

Montana State University
Bozeman, Montana

Undergraduate

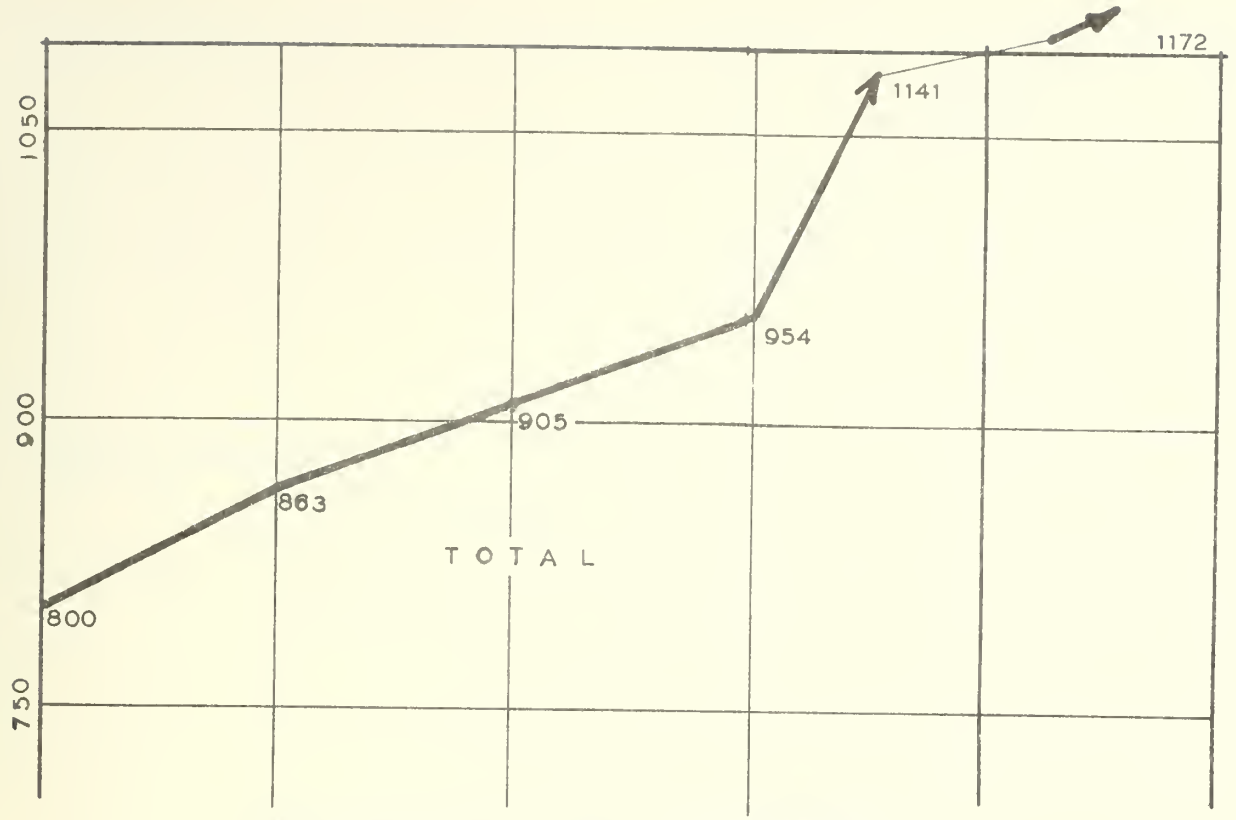
Year	Agriculture	Education	Engineering	Letters & Science	Professional	Total
1964-65	62	145	152	208	223	800
1965-66	96	158	178	191	240	863
1966-67	102	153	148	215	287	905
1967-68	109	160	143	245	297	954
1968-69	113	204	174	276	374	1,141
1969-70	137	159	176	293	407	1,172

Masters

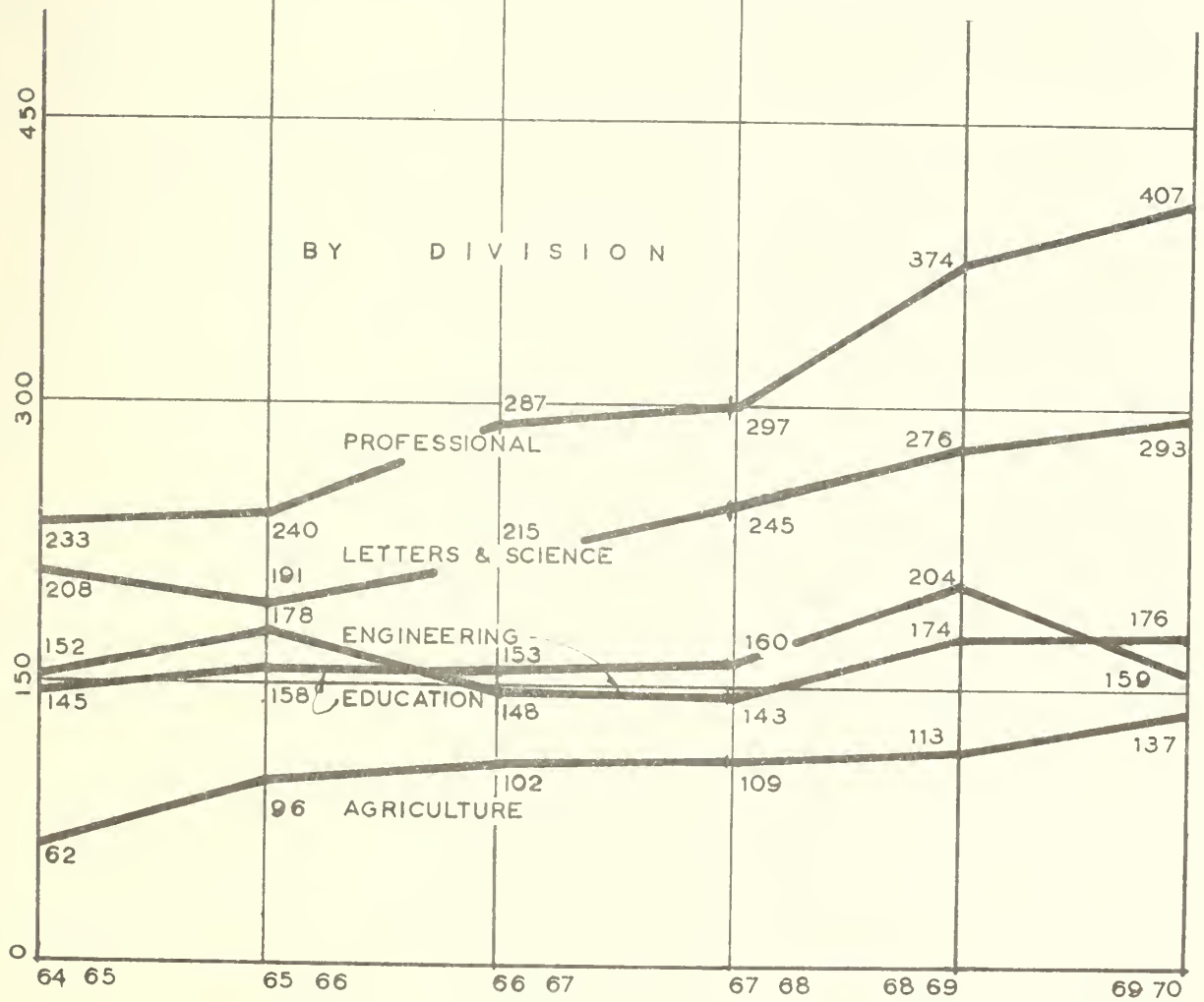
1964-65	23	22	32	52	11	140
1965-66	18	31	31	42	16	138
1966-67	19	26	18	46	19	128
1967-68	28	29	28	72	23	180
1968-69	28	31	45	84	21	209
1969-70	21	61	36	84	29	231

Doctor of Philosophy

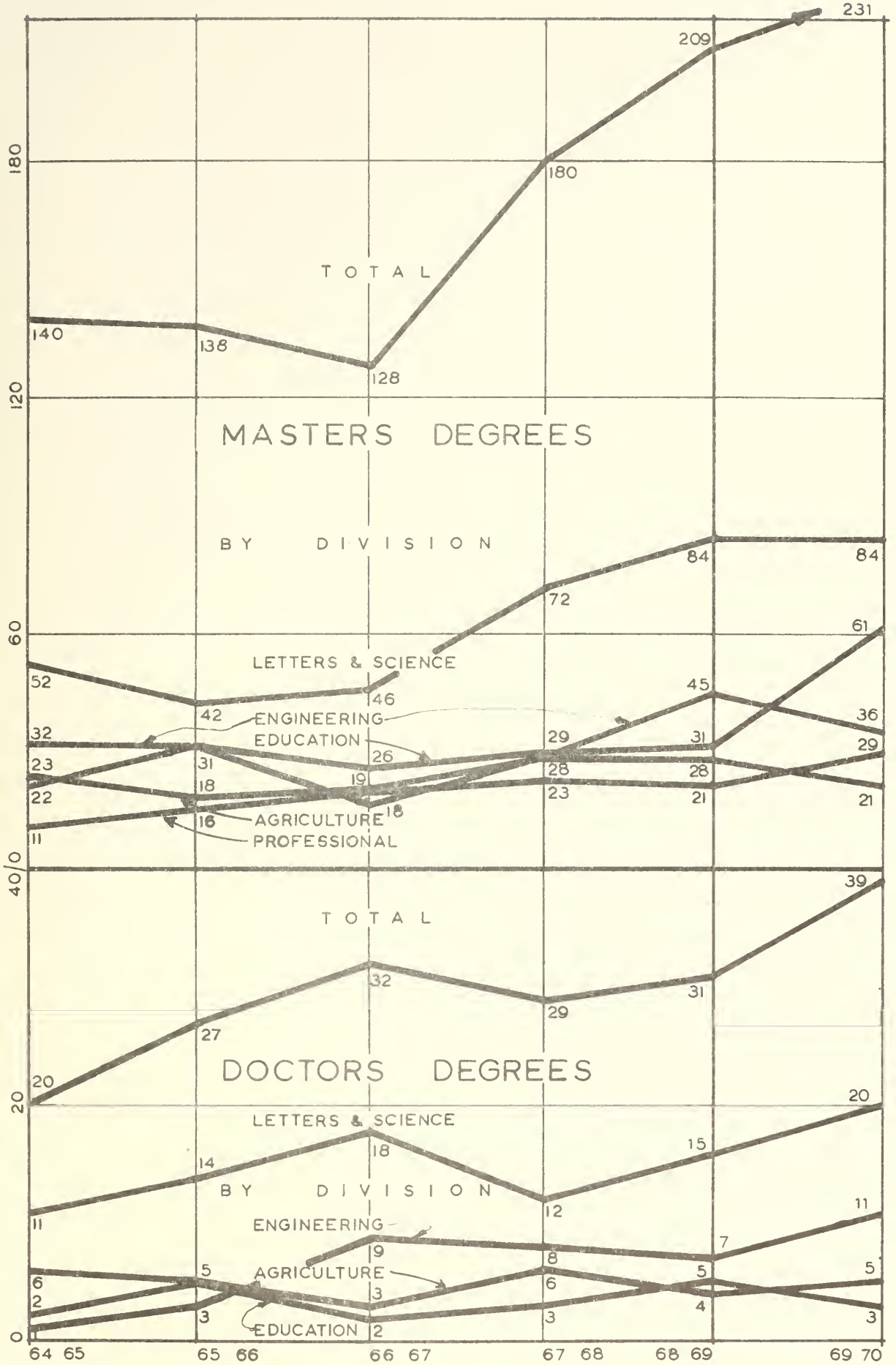
1964-65	6	2	1	11		20
1965-66	5	5	3	14		27
1966-67	3	2	9	18		32
1967-68	6	3	8	12		29
1968-69	4	5	7	15		31
1969-70	5	3	11	20		39



UNDERGRADUATE DEGREES



MONTANA STATE UNIVERSITY



MONTANA STATE UNIVERSITY

NORTHERN MONTANA COLLEGE

NORTHERN MONTANA COLLEGE

Statement of Role and Scope

The future development of Northern Montana College should be predicated upon the following commitments to higher education in Montana:

1. Constant striving toward excellence in fulfilling its traditional roles in teacher education and vocational-technical education.

2. Concentration upon instruction rather than upon research or wide public service, while still recognizing its possible responsibilities in the latter two areas.

3. Recognition that, to serve adequately any of its students, a modern state college must be more than a single purpose institution; e.g., prospective teachers are best prepared in a setting which encourages study in both professional education and academic disciplines.

4. Recognition that a dilution of its own valid purposes, as well as those of the university system, will result from attempts to assume the functions or scope of a university.

Adherence to these commitments would result in the following statements concerning the role and scope of the college:

Northern Montana College should provide curricula in teacher education through the master's degree. It should provide curricula in the liberal arts through the baccalaureate degree. It should provide curricula in vocational-technical education in those areas and at those degree or certificate levels which are, or become, appropriate in this rapidly changing field. In general, it should confine its research efforts to the improvement of instruction, except in the vocational-technical area, where, because of its unique resources, it also has unique responsibilities for in-depth research. Its public service responsibilities should be principally confined to aiding public schools in improving their services.

NORTHERN MONTANA COLLEGE

Extension and Public Service Statement
Goals and Functions - Actual and Projected

In order to better serve the people of Montana, and particularly those in the Hi-Line area, Northern Montana College carries on an extension and public service program. These programs are conducted as a need for them as shown and as they are requested.

Extension courses in Vocational-Technical Education are carried on statewide, but particularly in the locations in which area vocational-technical schools are located.

Extension and public service programs are expected to expand as more requests are received for such services from schools and other agencies.

NORTHERN MONTANA COLLEGE

Research Statement

Research efforts at Northern Montana College should be confined, in general, to the improvement of instruction and to indepth research in the vocational-technical area. This may include both Basic and Applied Research.

In the Vocational-Technical field this would include research concerned with newly evolving industrial and commercial processes and techniques which would effect the objectives of existing and developing programs. Research in the area of manpower studies and needs, investigation and experimentation into recently developed teaching techniques and media, and studies in curriculum development would be carried on. Expanded research projects would be implemented as the need is demonstrated or as requests for such services may be presented by other agencies or organizations.

Some research is now being conducted by present staff members and graduate research assistants. Recognizing that the basic function of N.M.C. is to provide quality instruction, research can be carried on only as the financing of the instructional program permits or as special funds become available for this purpose through government grants or other sources.

ENROLLMENT

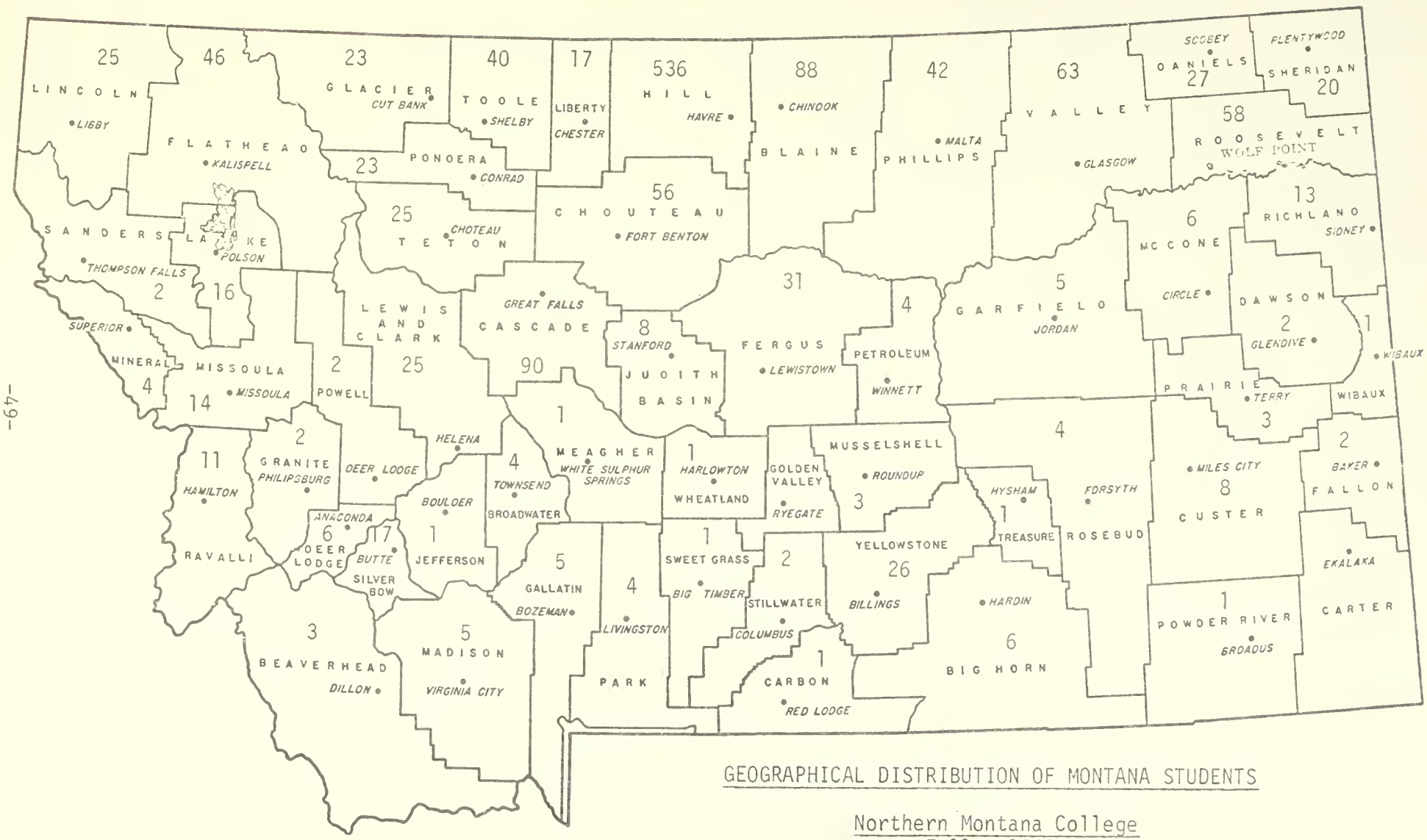
in Fall Semester of Each Year

Northern Montana College
Havre, Montana

	Undergraduate					
Year	Elementary Education	Secondary Education	Two-Year Pre-Prof.	Bachelor Degrees	1,2,3 Year Certificates	Total
1964-65	140	252		246	246	884
1965-66	129	296		324	329	1078
1966-67	156	383		375	365	1279
1967-68	155	358	35	356	364	1268
1968-69	150	410	60	340	347	1307
1969-70	184	457	104	368	324	1437

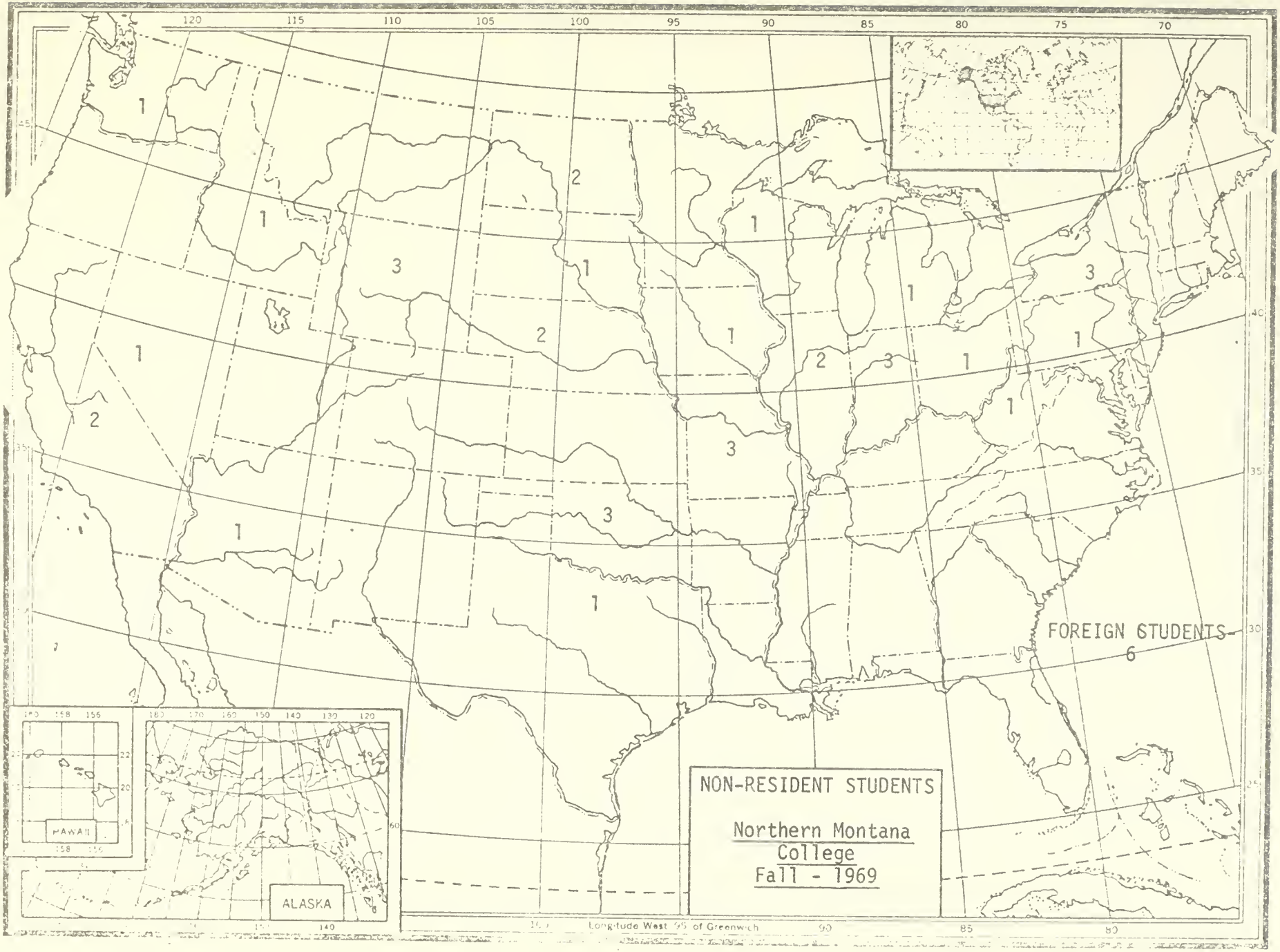
	Masters	
	Non-Degree	
1964-65	None	
1965-66	"	
1966-67	"	
1967-68	"	
1968-69	17	
1969-70	11	23

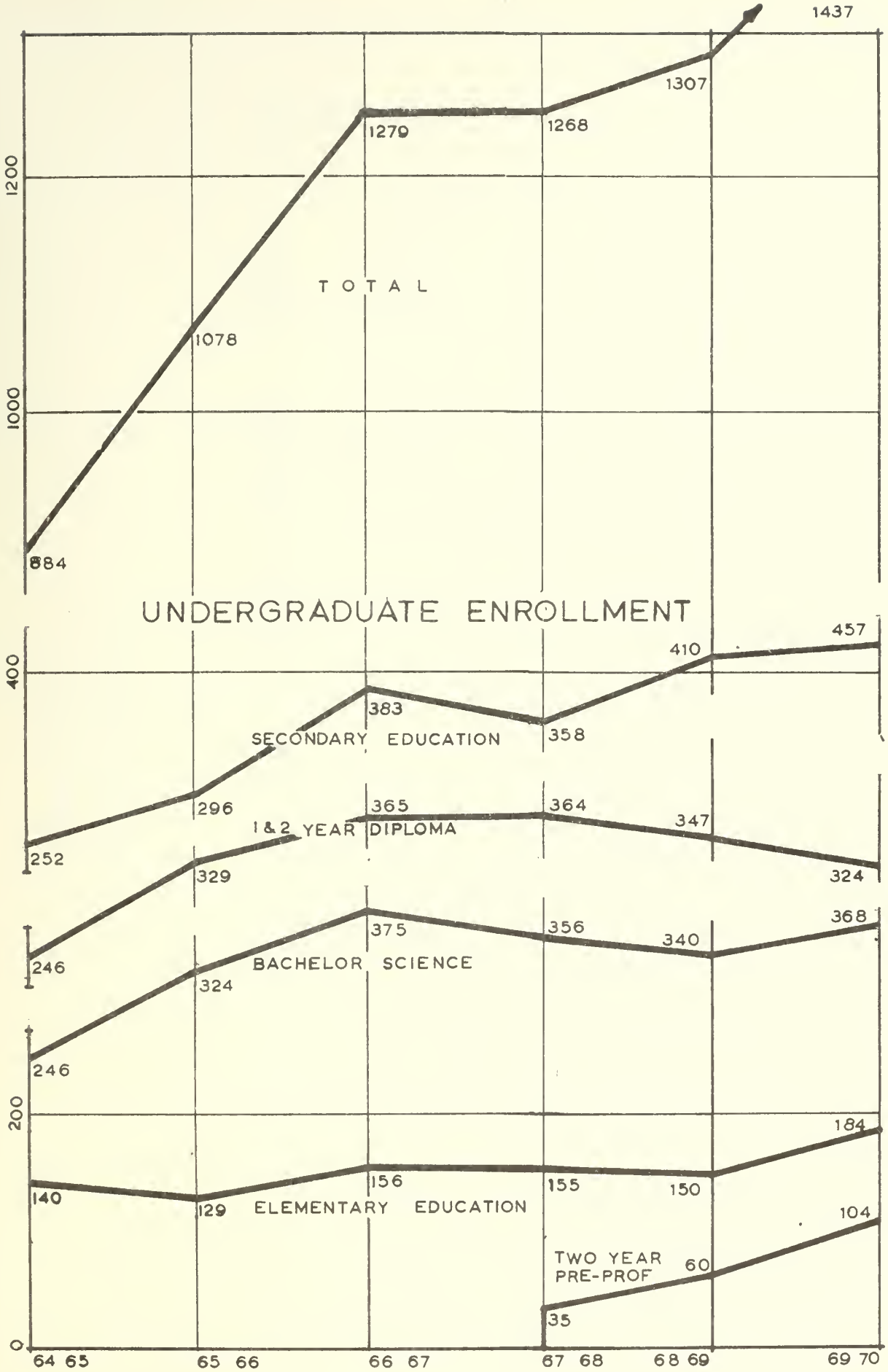
MONTANA



GEOGRAPHICAL DISTRIBUTION OF MONTANA STUDENTS

Northern Montana College
Fall - 1969


FOREIGN STUDENTS
6
NON-RESIDENT STUDENTS
Northern Montana
College
Fall - 1969
HAWAII
ALASKA
Longitude West 95 of Greenwich



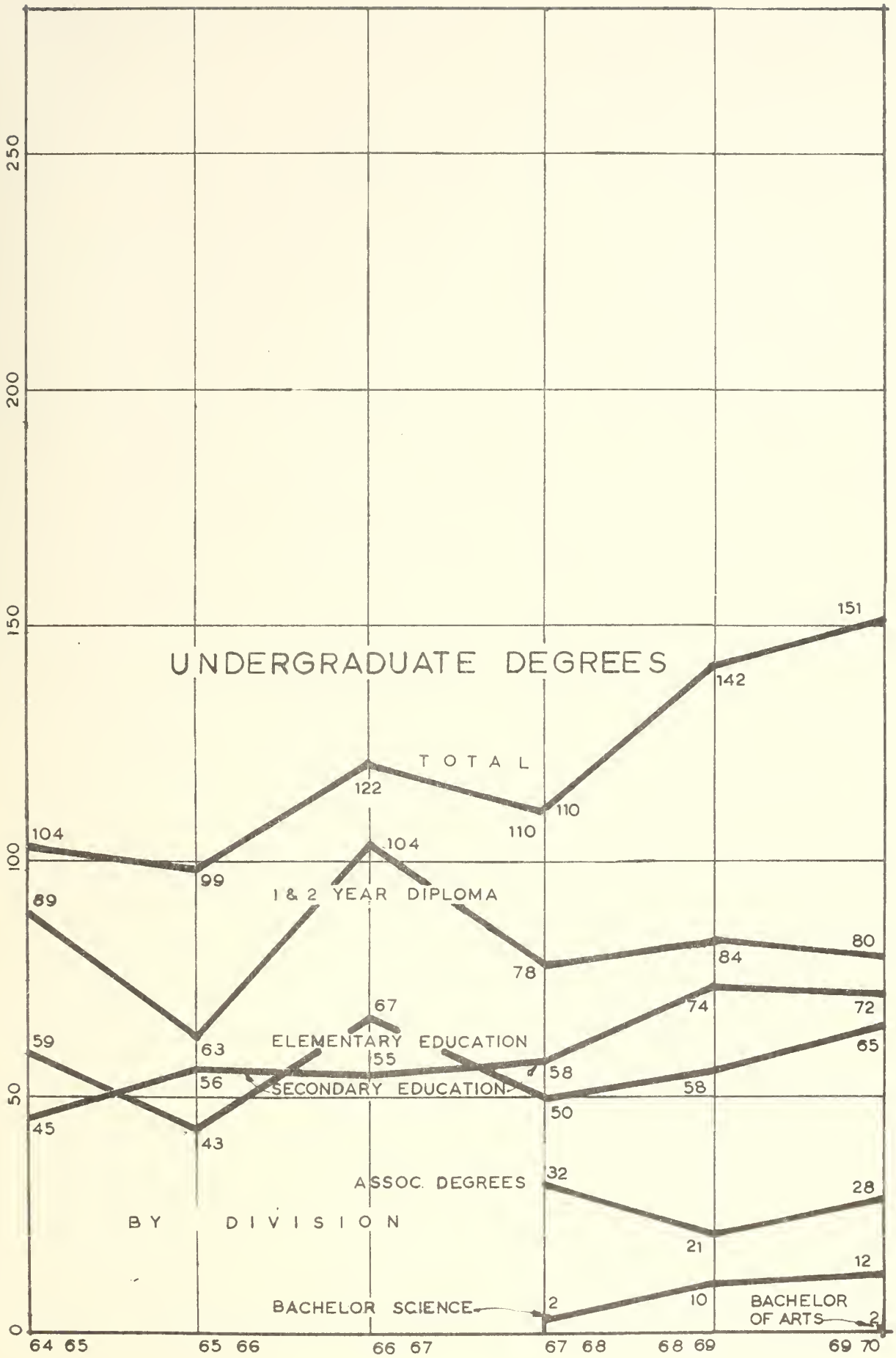
NORTHERN MONTANA COLLEGE

DEGREES GRANTED

Northern Montana College
Havre, Montana

Year	Elementary Education	Secondary Education	Bachelor of Arts	Bachelor of Science	1 & 2 Year Certificates	Associate Degrees	Total
1964-65	59	45			(89)		104
1965-66	43	56			(63)		99
1966-67	67	55			(104)		122
1967-68	50	58		2	(78)	(32)	110
1968-69	58	74		10	(84)	(21)	142
1969-70	65	72	2	12	(86)	(28)	151

(Figures in parenthesis are not counted in degree totals.)



NORTHERN MONTANA COLLEGE

UNIVERSITY OF MONTANA

UNIVERSITY OF MONTANA

A Statement of Role and Scope

Within the Montana University System, the University of Montana possesses a distinctive statutory status. Section 75-501, Revised Codes of Montana, specifies that this institution "has for its object instruction of young men and women on equal terms in all the departments of science, literature, the arts and industrial and professional education." Section 75-503 provides that there shall be established a department of literature, science and the arts and such professional and technical colleges as may from time to time be added thereto, or connected therewith. Section 75-504 specifies that the mathematical, physical and natural sciences, languages, literature, history, and philosophy shall be taught, along with "such other branches as the state board of education may prescribe." It provides that "as the income of the university will allow, and in such order as the demands of the public seem to require, the said courses of instruction in the sciences, literature, and the arts shall be expanded into distinct colleges and departments of the university, each with its own faculty and appropriate title."

Within this comprehensive authorization specific functions and responsibilities have evolved:

1. To provide undergraduate education in the arts and sciences.

2. To offer professional education in specified fields.

3. To provide graduate education in carefully developed and selected areas.

4. To foster research and other creative activities.

5. To maintain a vigorous program of service as part of its responsibility to state and nation.

In discharging these responsibilities, the University of Montana must adapt to the continually changing requirements of a dynamic society in teaching both undergraduates and graduates, in research, and in service to the people of Montana.

Undergraduate Education. An adequate undergraduate education will make available to the student a fund of knowledge; more significantly, it will liberate his intellectual capacities for continued learning and will deepen his awareness of ethical and aesthetic values. This involves:

1. Teaching that stimulates the student and inspires him to continue, on his own, the search for knowledge.

2. A campus environment that sustains the efforts of teachers and students to achieve the basic objectives for which the University exists.

3. A curriculum that:

   (a) Provides reasonable depth in the several liberal arts disciplines--the biological, physical and social sciences, the humanities, and the fine arts.

   (b) Requires demonstrated literacy in use of the English language and encourages competence in foreign language.

   (c) Reveals man's great insights and discoveries of the past and stimulates the individual to seek new insights and discoveries.

   (d) Provides maximum opportunities for each student to develop his individual talents and capacities.

   (e) Encourages a growing awareness of the significance of ethical values and the personal and social responsibilities of the educated person.

   (f) Provides opportunity for development of professional and technical competence as a practitioner in some field of endeavor by focusing knowledge and experience from many fields as it applies to the profession concerned, emphasizing the principles and methods basic to the field through study in areas fundamental to the profession, cultivating needed skills, and inculcating the profession's standards.

Graduate Education. At the University of Montana graduate education, which emphasizes advanced training in the disciplines of research and critical analysis, affords the able student opportunities to:

1. Advance his knowledge in areas of his interest and competence and extend his unique intellectual qualities.

2. Increase his potential for significant contribution to man's fund of knowledge.

3. Enlarge his capacity for leadership in scientific or professional service.

The graduate program at the University exploits special advantages of location, faculty interests and qualifications, and facilities. Master's degrees are offered in most fields, some for terminal purposes and others to lead to more advanced work. Fifth and sixth year programs not involving a degree are offered in some areas. Doctoral programs are offered in a limited number of carefully selected disciplines.

Research. Research and other creative contributions in the natural sciences, social sciences, humanities, fine arts, and professions, represents an inherent part of the University's functions. Research goes hand in hand with teaching and with community service. The University's contributions both in fundamental research and in research which has more immediate or practical applications will foster the growth and the strength of the State of Montana and of the nation.

1. Both basic and applied research are encouraged at the University of Montana. In this University, whose essential value to society is related to the advancement of fundamental knowledge, it is particularly important that basic research be encouraged.

2. Involvement of the student in research activities affords him an introduction to an active and creative role in the search for knowledge and thus is a vital part of his education.

3. Through the teacher who is engaged in the pursuit of knowledge through research, the contribution that research makes to the University's instructional program is an integral one.

Service. Service to the community is an important function of the University of Montana.

1. The University's instructional resources are made available, consistent with the requirements of on-campus instruction and research, for formal extension courses in response to demands which can be best met in this way.

2. Through institutes, short courses, lectures, and exhibitions, on campus and around the State, and through publications, advances in knowledge in fields in which the University is working are communicated to the profession and to the people of Montana generally.

3. Through consultation provided by its scientists and scholars in arts and sciences and the professions, the University lends expert assistance in the solution of public problems.

4. Cultural resources of faculty and student body in fine arts, literature, and other fields are available. Such services contribute positively to the education of students and to public understanding of the University's functions.

UNIVERSITY OF MONTANA

Extension and Public Service Statement

GOALS OF UNIVERSITY EXTENSION AND CONTINUING EDUCATION

The dual and distinctive nature of the American university, as both a "community of scholars" and a social resource, has been reinforced through several federal acts providing funds to universities, including the Smith-Lever Act of 1914, Title VIII of the Housing Act of 1964, Title I of the Higher Education Act of 1965, and the Technical Services Act of 1965. The thrust of these and other acts clearly is to project the universities further into the social stream.

These new realities have profound meaning for university extension and continuing education, because the public service performance of the university community, and by increasing reliance of the community on the university. The social pressures are working against the isolation of scholars, professionals, and men of affairs--isolation which can sterilize their growth and result in cultural deficiency.

The educational needs of adults and of groups of today's society are so vast and varied that no single institution, or even combination of institutions can hope to meet all requirements. Priorities and goals must be established within the framework of the purpose and nature of each institution and of its educational resources.

The goals of the University Extension and Continuing Education are:

1. To provide courses, often at night on and off campus, leading to undergraduate degrees for adults who are not able to attend full-time, daytime campus programs or for regular university students by petition. Extension and Continuing Education programs will differ from customary degree sequences not in level or in quality, but in teaching methods and in curriculum. Many will include provision for independent study, for credits earned by examination or by evaluation of knowledge and skills gained through work experience or self-study, and for waivers of usual residential requirements.

2. To provide opportunities for adults to pursue post-baccalaureate studies leading to professional or graduate degrees, (a maximum of 15 quarter credits earned in graduate level courses for the master's level and as determined by the department or school at the doctoral level) often without full-time residential study but normally by resident-extension. Such programs offer degrees or new curricula especially for those adults, including teachers and other professionals, who have needs and interests that justify either greater specialization or greater generalization.

3. To provide opportunities for adults to continue development as individuals and as citizens, including their general liberal education, their intellectual growth, their esthetic enjoyment and creative activity, their

increased understanding of changing personal relationships, and their wise use of recreational and discretionary time to make themselves wiser consumers, more effective workers, better family members, and more responsible members of their communities. This cluster of goals implies credit-free courses (continuing education) of many kinds and at different levels, and opportunities to share in individual or group residential study programs.

4. To give all full-time residential students an understanding of the importance of continuing their educations throughout their lives.

5. To provide opportunities for individuals of all ages to continue their vocational or professional educations beyond and apart from their degrees, through various credit-free seminars, colloquial short courses, conferences and institutes and through returning from time to time for independent or directed study as members of the university community.

6. To provide and to expand research and training programs for broad areas of concern such as agriculture, labor, business engineering, medical and public health, and public and social services.

7. To assist and to work directly with communities and with community institutions--local, regional, national and international--in identifying the research and teaching resources of the university and the human and material resources of the community, with special emphasis on developing abilities to resolve urgent problems affecting every aspect of contemporary life.

THE STRUCTURE OF UNIVERSITY EXTENSION AND CONTINUING EDUCATION

Every member of the university community can be involved in carrying out the institution's extension and continuing education function. The Division of University Extension and Continuing Education is coordinated by a member of the central administrative staff under the direction of the Academic Vice-President.

Rules and regulations governing extension:

1. All extension courses must be taught by a member of the faculty of the University of Montana. When University extension courses in off-campus communities are instructed by other persons than faculty members, the instructor is appointed to the University staff as "extension instructor." This appointment should be requested by department chairman or dean, signed by the dean and the Coordinator of Extension, and approved by the Academic Vice-President. Remuneration will be based at the present rate-of-pay for an instructor or lecturer with additional remuneration for transportation. The appointment will terminate after the completion of the course. A "letter-contract" will be issued by the Coordinator of Extension for approval by the President.

2. Extension courses are offered at the rate of $16.00 per credit.

3. Any course that is listed in the University catalog may be offered by extension. However, as a courtesy, the approval of the department chairman dean is secured before a course can be offered.

4. A sufficient number of students must register for a course in order to meet expenses. That is, for Missoula, professor's fee; for out-of-town, professor's fee plus mileage for transportation and per diem.

5. A regularly enrolled University student may take an extension course by petitioning. If the student has paid the full University fees, he does not have to pay for the extension course. The student's advisor must sign the petition along with the class instructor and supervisor of extension.

High school graduation or equivalent, plus course prerequisites are necessary for credit received via extension courses.

6. Fees paid to instructors according to rank are as follows:

Professors	$145/credit hour
Associate Professors	$135/credit hour
Assistant Professors	$125/credit hour
Instructors and Lecturers	$115/credit hour

In addition the instructor is paid:

$10/credit hour	40-70 miles
$20/credit hour	76 miles and over

(No reimbursement for anything under 40 miles)

Services provided to individuals, groups or organizations not involving credit will be initiated and funded on an individual basis. Normally these types of services will be coordinated through Public Service or Continuing Education.

UNIVERSITY OF MONTANA

Research Statement

A modern university is said to achieve its goals through its functions of teaching, public service, and research. This division is somewhat inaccurate since instruction and research are often inseparable. Especially is this true at the graduate level; unless research activity is fostered, a school cannot recruit either faculty or graduate students for its advanced degree programs. If it lacks research training, the quality of a graduate program is suspect.

The University of Montana has always encouraged research by its faculty; however, until the last dozen years or so, this scholarly function was seldom financed directly. Since Sputnik, the amount of federal funds available and the variety of programs have grown greatly. The University has enjoyed a doubling of its research and training programs activity every three years since 1956.

For the current year, the number of grants and contracts in force is approximately 300, representing a value exceeding $5 million. It is anticipated that expenditures from just the foregoing for FY 1970 will amount to $3.5 million.

Additionally, many proposals that have been submitted this year have yet to be evaluated. Their value, with a third of the application period remaining, is already $9,761,494. At the present time our ratio of successful applications to the total number submitted is 68 percent; this figure applies only to new application and does not include renewals or continuation grants.

Of all the grant monies from external sponsors, close to 95 percent have come from nationally competitive programs, i.e., they are not the consequence of regional or other arbitrary allocations, but were awarded upon the recommendation of the various panels of consultants.

The reliance upon federal and private sources of support for these activities is to some unfortunate; however, it is necessary. Any diversion of state money to these programs would seriously compromise the undergraduate instructional program which is our primary obligation.

What do these sponsored programs do for the University and the state? They support more and better teaching for all students; they pay for supplies and equipment, capital items, professional travel, publishing--items of expense that would otherwise have to be charged to a state source or to student fees. Moreover, the community at large benefits from lectures, workshops, the traveling repertory theater and music groups, the Fine Arts Camp for high school students, juvenile delinquency prevention, social welfare services, speech and hearing clinic therapy, the training of mental retardation specialists, the handicapped children referral center, the Legal Aid and Defender projects, and studies of the problems of the aging to mention only a few of the areas where state,

federal and private sponsors have made possible important contributions to Montana citizens. In a very direct way the University also contributes to the solution of numerous state problems through such research as, for example, the Montana Tax Study (for the Legislative Assembly) and the Economic Base Study (for the Department of Planning and Economic Development).

The decision to do research and to engage in research training was made, wisely, many years ago. The challenge today is to sustain and enhance this momentum in ways which will advance the goals and objectives of higher education for the State of Montana.

The formally established research organizations would include:

Biological Station
Bureau of Business and Economic Research
Bureau of Government Research
Center for Natural Resources
Deer Lodge Research Unit
Division of Educational Research and Service
Environmental Studies Center
Forest and Conservation Experiment Station
Institute for Social Science Research
Lubrecht Experimental Forest
Montana Cooperative Wildlife Research Unit
Stella Duncan Memorial Institute
Survey Research Center
Wood Chemistry Research Laboratory

Cooperative research adjuncts:

U. S. Forest Service--Forest Sciences Laboratory
U. S. Forest Service--Northern Forest Fire Laboratory
U. S. Public Health Service--Rocky Mountain Laboratory

in Fall Quarter of Each Year

University of Montana
Missoula, Montana

Undergraduate

Year	Arts & Sciences	Fine Arts	Business Admin.	Education	Forestry	Journalism	Pharmacy	Law	Total
1964-65	3157	253	298	463	310	133	161	3	4778
1965-66	3502	247	348	555	388	133	102	4	5279
1966-67	3452	269	394	551	309	150	170	3	5298
1967-68	3582	297	436	668	317	158	166		5624
1968-69*	4347	372	341	738	270	177	160		6405
1969-70	4694	428	307	795	378	200	167	-	6969

Masters

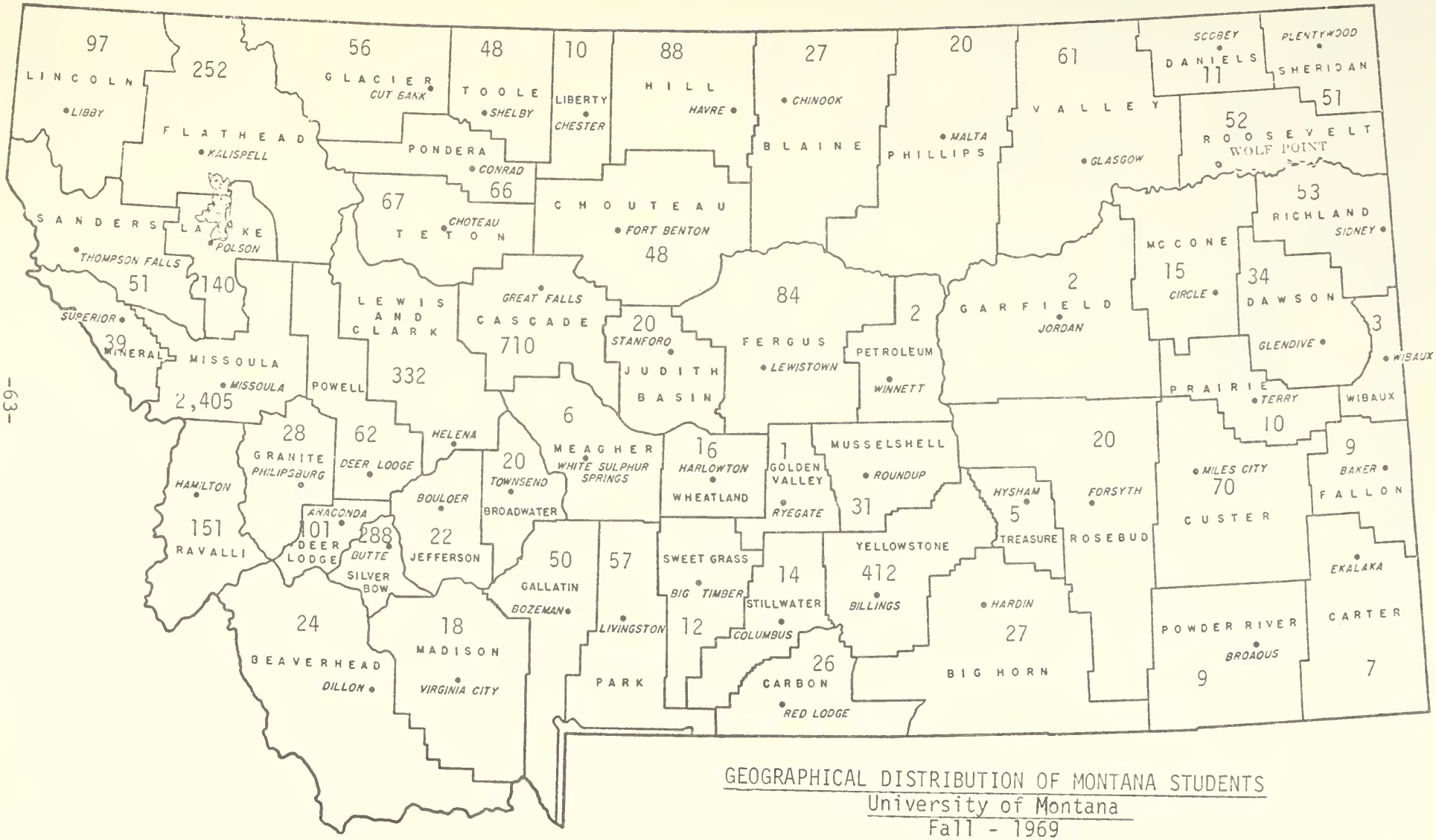
1964-65**	239	27	35	61	34	4	6	123	411
1965-66	239	36	34	38	35	4	1		387
1966-67	268	41	38	50	34	6	10		447
1967-68	307	46	49	66	32	5	8		513
1968-69*	290	42	131	71	25	7	9		575
1969-70	268	36	139	42	27	7	-		519

Ph.D., Ed.D., or Juris Doctor

1964-65**									
1965-66	62			13	4			121***	200
1966-67	86			14	6			135***	241
1967-68	96			21	5			148***	270
1968-69*	109			32	4			132***	277
1969-70	107			32	8		2	122***	271

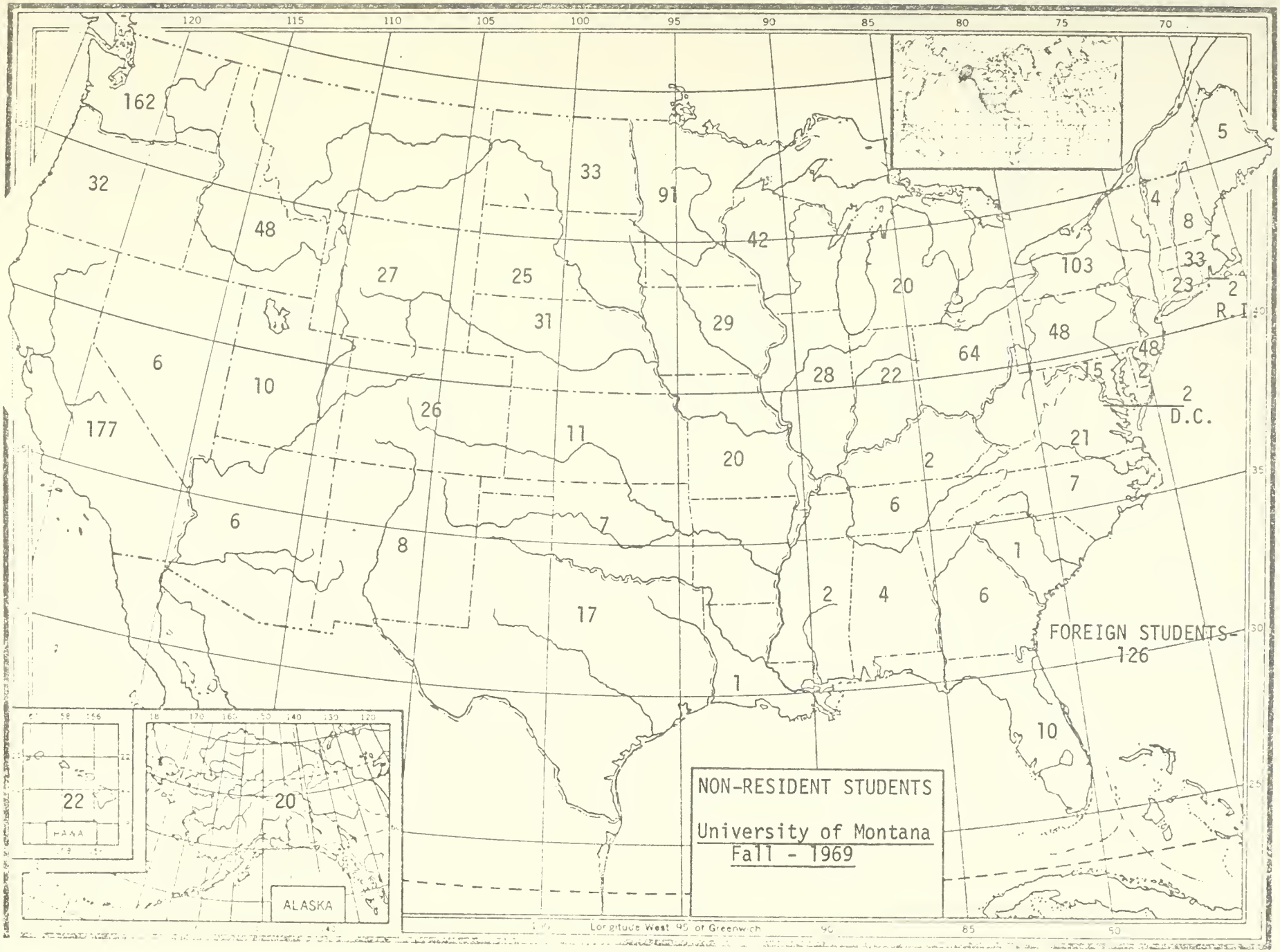
* 1968-69 enrollments are gross figures, rather than net
** Masters and Doctorals are combined in 1964-65
*** All graduate Law students considered as Juris Doctor candidates since 1965
# This figure does not include 144 Non-Degree graduates

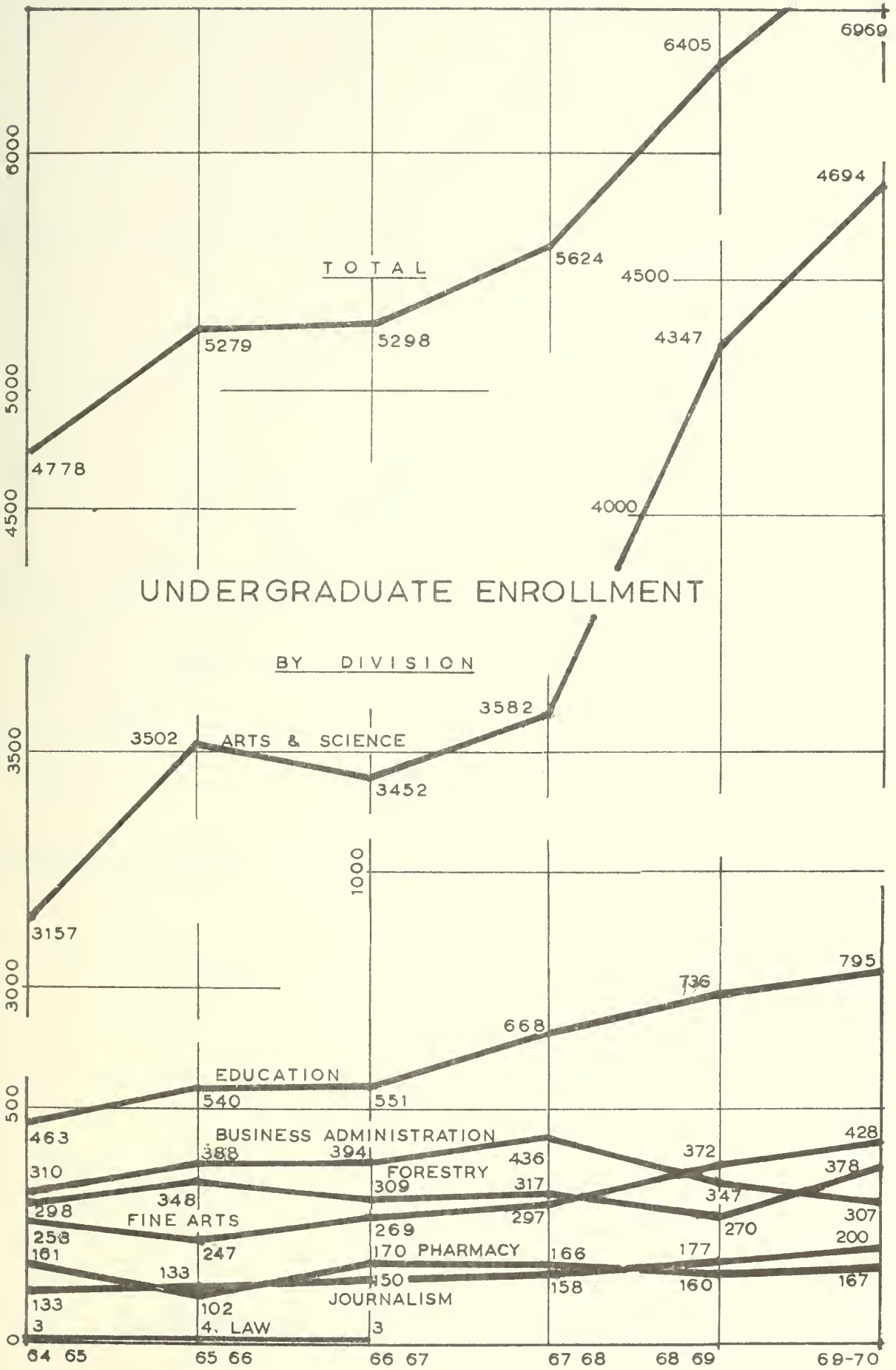
MONTANA



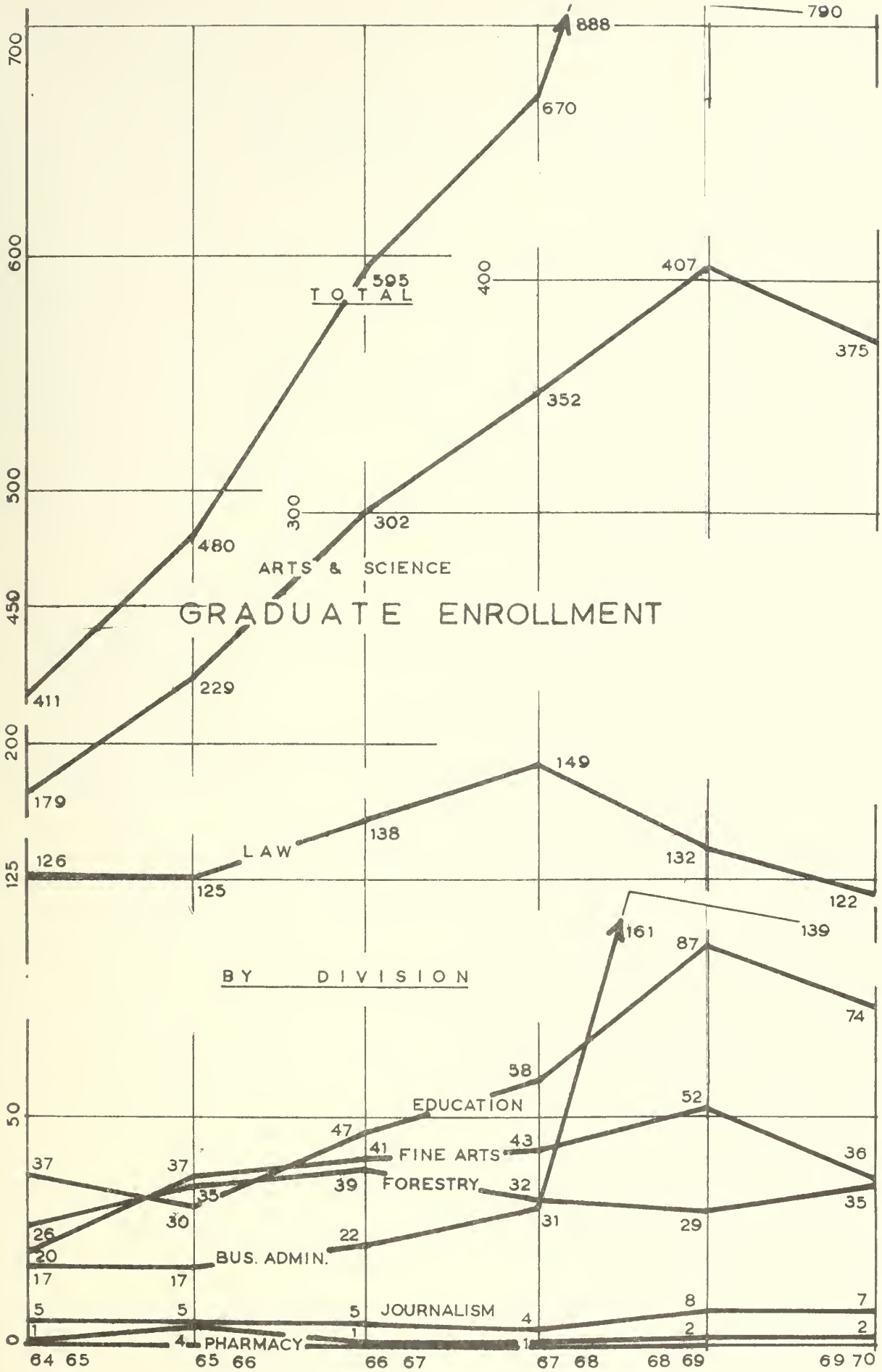
GEOGRAPHICAL DISTRIBUTION OF MONTANA STUDENTS
University of Montana
Fall - 1969

MONTANA


NON-RESIDENT STUDENTS
University of Montana
Fall - 1969
FOREIGN STUDENTS-
126
R.I.
2
D.C.
2
HAWAII
22
ALASKA
20
Longitude West 95 of Greenwich



UNIVERSITY OF MONTANA



UNIVERSITY OF MONTANA

DEGREES GRANTED

University of Montana
Missoula, Montana

Undergraduate

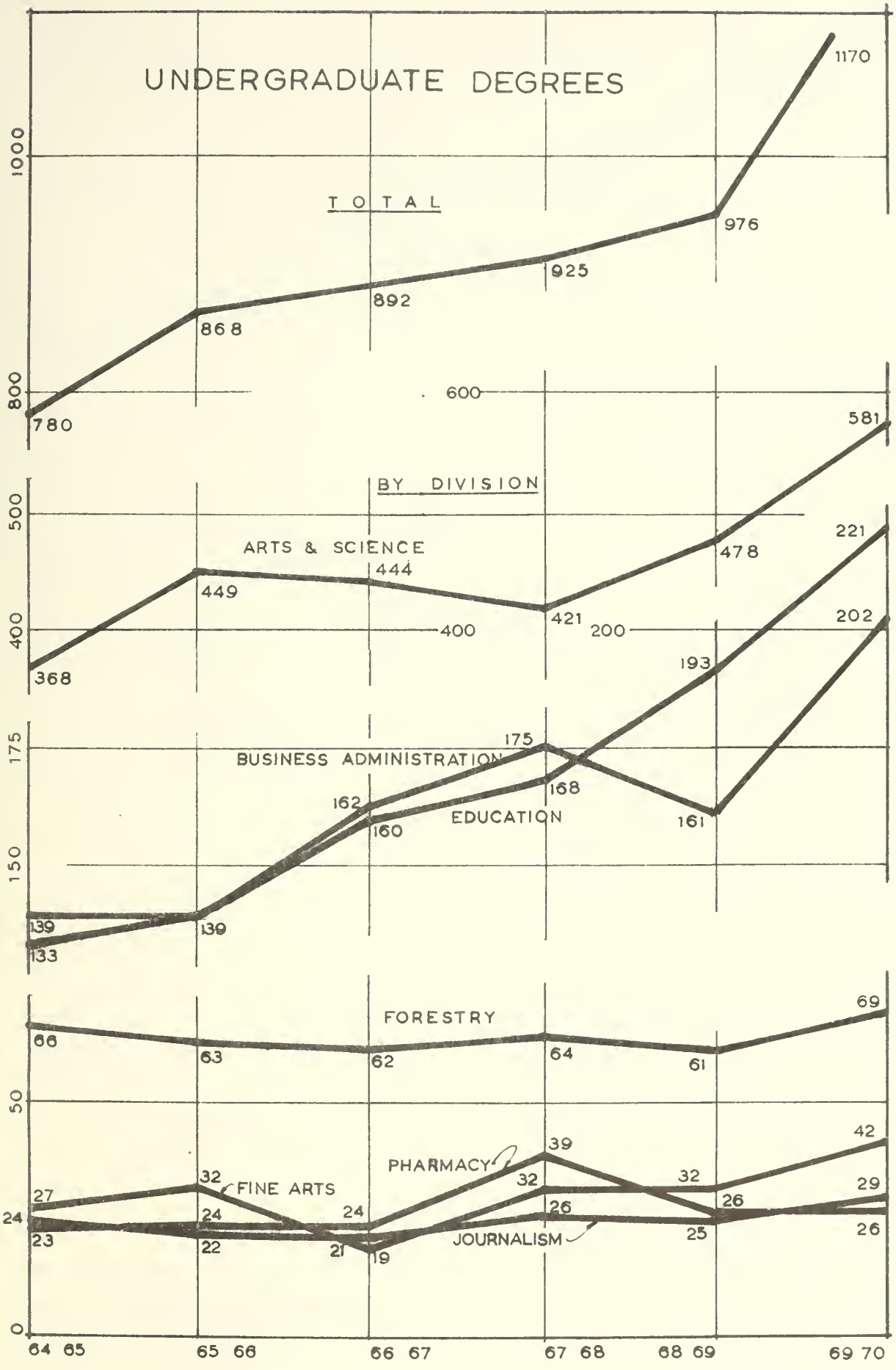
Year	Arts & Sciences	Fine Arts	Business Admin.	Education	Forestry	Journalism	Pharmacy	Law	Total
1964-65	368	27	139	133	66	24	23		780
1965-66	449	32	139	139	63	22	24		868
1966-67	444	19	162	160	62	21	24		892
1967-68	421	32	175	168	64	26	39		925
1968-69	478	32	161	193	61	25	26		976
1969-70	581	42	202	221	69	29	26		1,170

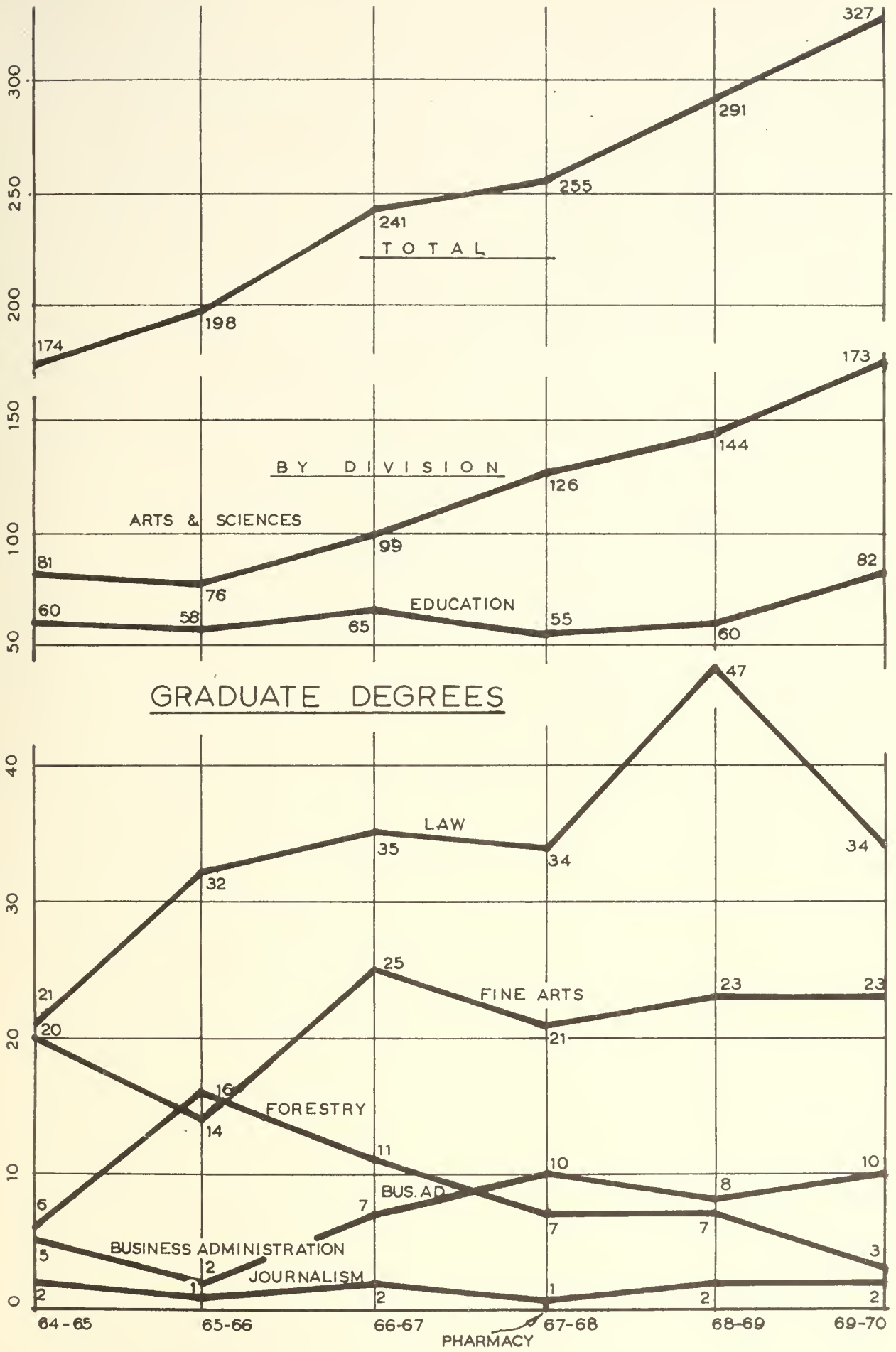
Masters

1964-65	79	20	5	58	6	2		21	170
1965-66	74	14	2	56	16	1		1	163
1966-67	89	25	7	58	11	2		3	192
1967-68	121	21	10	45	7	1	1	1	207
1968-69	131	23	8	53	7	2			224
1969-70	159	23	10	73	2	2			269

Ph.D., Ed.D., or Juris Doctor

1964-65	2			2					4
1965-66	2			2				31	35
1966-67	10			7				32	49
1967-68	5			10				33	48
1968-69	13			7				47	67
1969-70	14			9				34	58


UNDERGRADUATE DEGREES
TOTAL
1000
800
780
868
892
925
976
1170
600
BY DIVISION
ARTS & SCIENCE
500
400
368
449
444
400
421
478
581
200
BUSINESS ADMINISTRATION
EDUCATION
175
150
139
139
133
162
160
168
161
193
221
202
FORESTRY
50
24
0
66
63
62
64
61
69
PHARMACY
FINE ARTS
JOURNALISM
27
32
24
23
22
24
21
19
39
32
26
25
32
26
42
29
26
64 65
65 66
66 67
67 68
68 69
69 70



UNIVERSITY OF MONTANA

WESTERN MONTANA COLLEGE

STATEMENT OF ROLE AND SCOPE OF WESTERN MONTANA COLLEGE

Western Montana College offers preparation for and grants the academic degrees of Bachelor of Science in Elementary Education and in Secondary Education which qualify the holders for the corresponding Montana Standard Certificates. Western also offers advanced professional training leading to the Montana Professional Certificate and the Master's degree in Education. In addition Western offers one and two years of general college and pre-professional curricula for those preparing for fields other than teaching.

Liberal arts degrees in English and in History were approved by the Board of Education ex officio Regents of the Montana University System in April 1970. The addition of the liberal arts degree enables an institution which has been single purpose to better serve its clientele. There are students who discover at the junior or senior level that they have little to offer teaching or that teaching has little to offer them. Western is now able to provide these people an alternative without forcing a transfer and the meeting of residence requirements elsewhere. The presence of the alternate routes serves to compliment and strengthen both.

As the roles of higher education and individual institutions continue to evolve, the guidelines for the determination of possible changes in role and scope of an institution such as Western should be flexible enough to permit the institution to meet its obligations as an integral part of the Montana University System in serving the State of Montana. This may call for a framework of both the Bachelor of Arts and the Bachelor of Science programs with majors in other departments as the enrollment increases.

WESTERN MONTANA COLLEGE

EXTENSION AND PUBLIC SERVICE STATEMENT

Western Montana College cooperates in various community services, these include the following.

NDEA Institutes: Federally funded programs using the college facilities to encourage teachers to train the disadvantaged Indian. Fifty teachers from various states participated with their 100 dependents.

Summer Recreation Program: The City of Dillon sponsors a swimming program for the youth and adults of this area. They use the college swimming pool and other facilities at a very minimum maintenance charge.

Multiple use of College owned playing field: The City of Dillon, Beaverhead County High School, the Dillon Jaycees and Western Montana College cooperate in many ways. Some of which include: scheduling football games, track events and baseball games for the high school, city recreation department and the college. The maintenance costs of this facility are shared by all the various organizations so that it is a service to the entire community.

Community Concert Program: Western Montana College offers the auditorium for the Community Concert season. The Central Board of Students of Western Montana College and the local concert association share in the expense of entertainment. The maintenance costs are borne by WMC.

WESTERN MONTANA COLLEGE

RESEARCH STATEMENT

Western Montana College has not been assigned a research function by the Board of Regents and no budget allocation has been made for research.

A number of faculty members have involved themselves in independent research projects and have at times secured outside grants. The research has been secondary to teaching and although research is encouraged on the part of faculty members, no release time from teaching has been granted for research. Some faculty members have made a very creditable showing. Although the institution has not invested in the research of faculty members it benefits from their efforts.

ENROLLMENT

in Fall Semester of Each Year

Western Montana College
Dillon, Montana

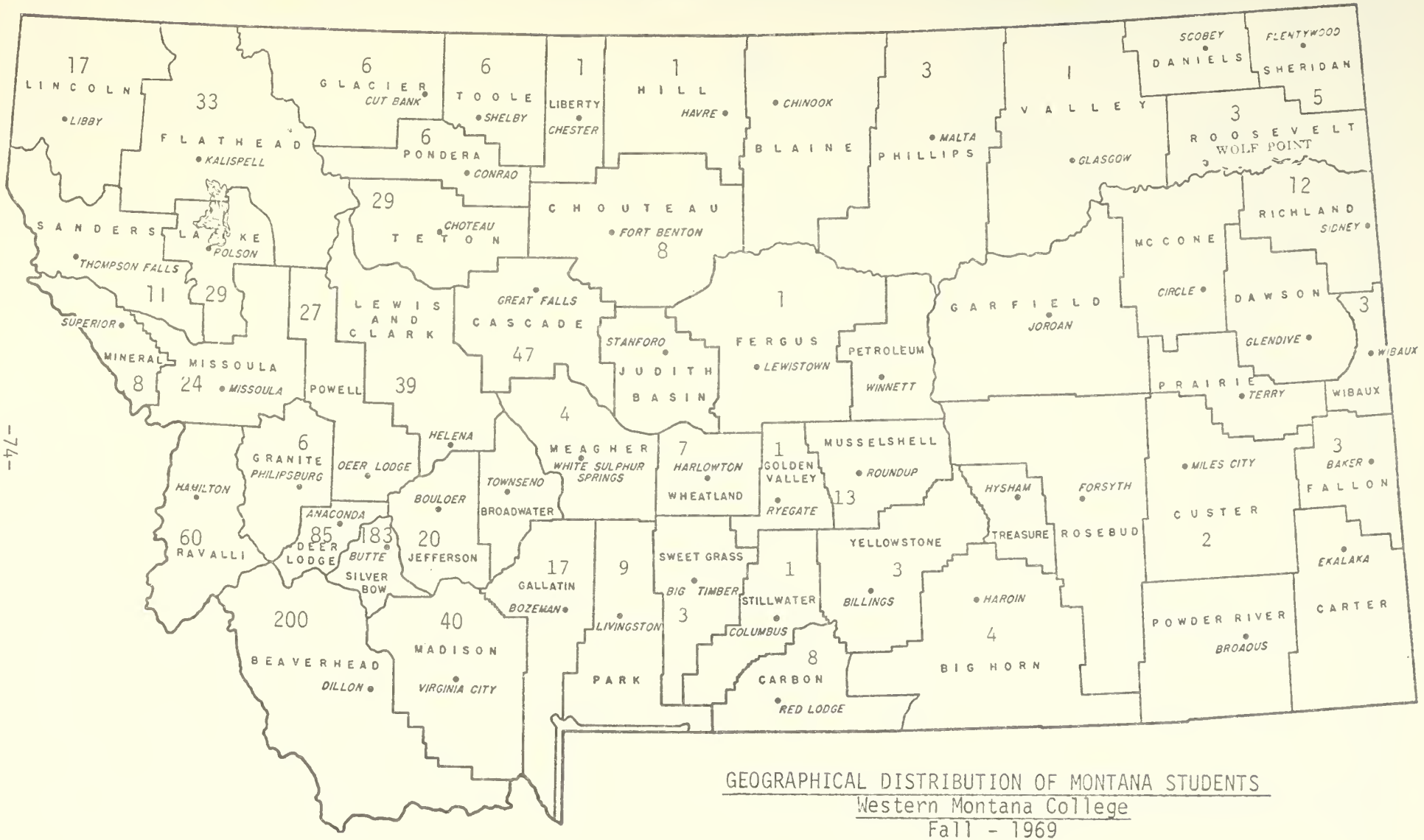
Undergraduate

Year	Elementary Education	Secondary Education	Two-Yr. Programs	Total
1964-65	184	373	134	691
1965-66	197	431	167	795
1966-67	190	410	255	855
1967-68	187	514	131	832
1968-69	219	568	112	899
1969-70	280	598	148	1,026

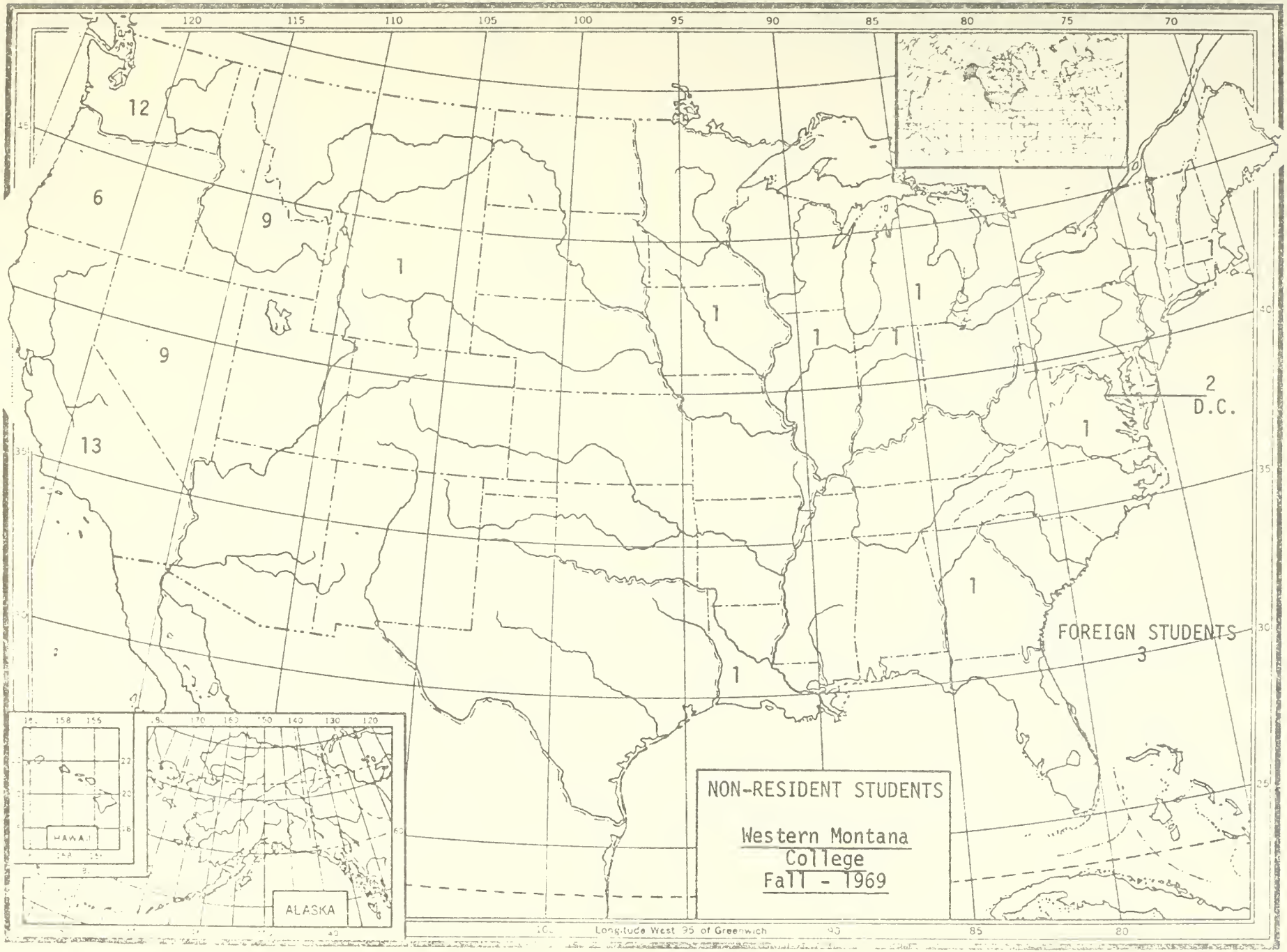
Masters

	Education			
1964-65	28			28
1965-66	24			24
1966-67	54			54
1967-68	80			80
1968-69	63			63
1969-70	46			46

MONTANA



GEOGRAPHICAL DISTRIBUTION OF MONTANA STUDENTS
Western Montana College
Fall - 1969


NON-RESIDENT STUDENTS
Western Montana
College
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FOREIGN STUDENTS
3
D.C.
2
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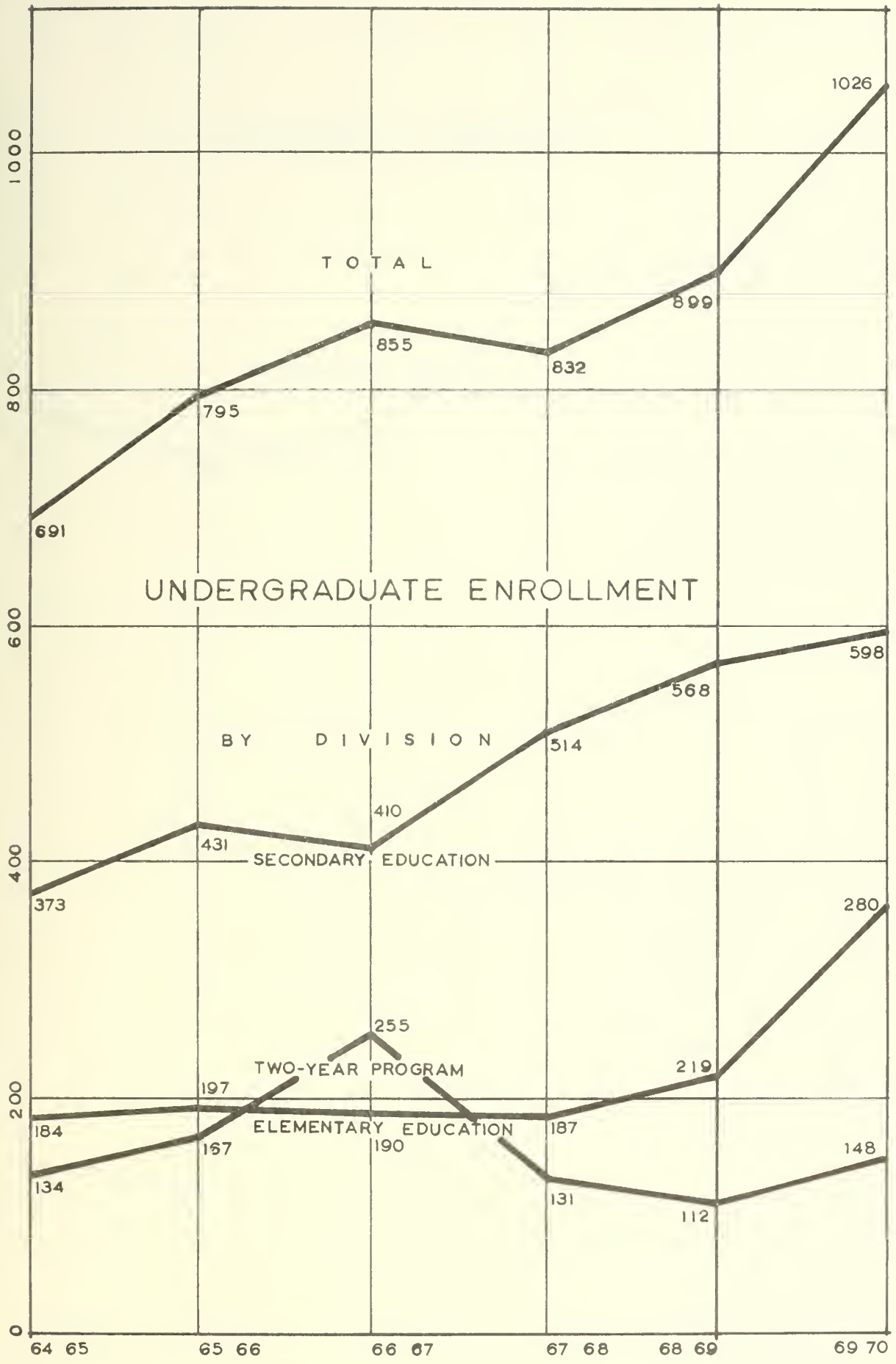
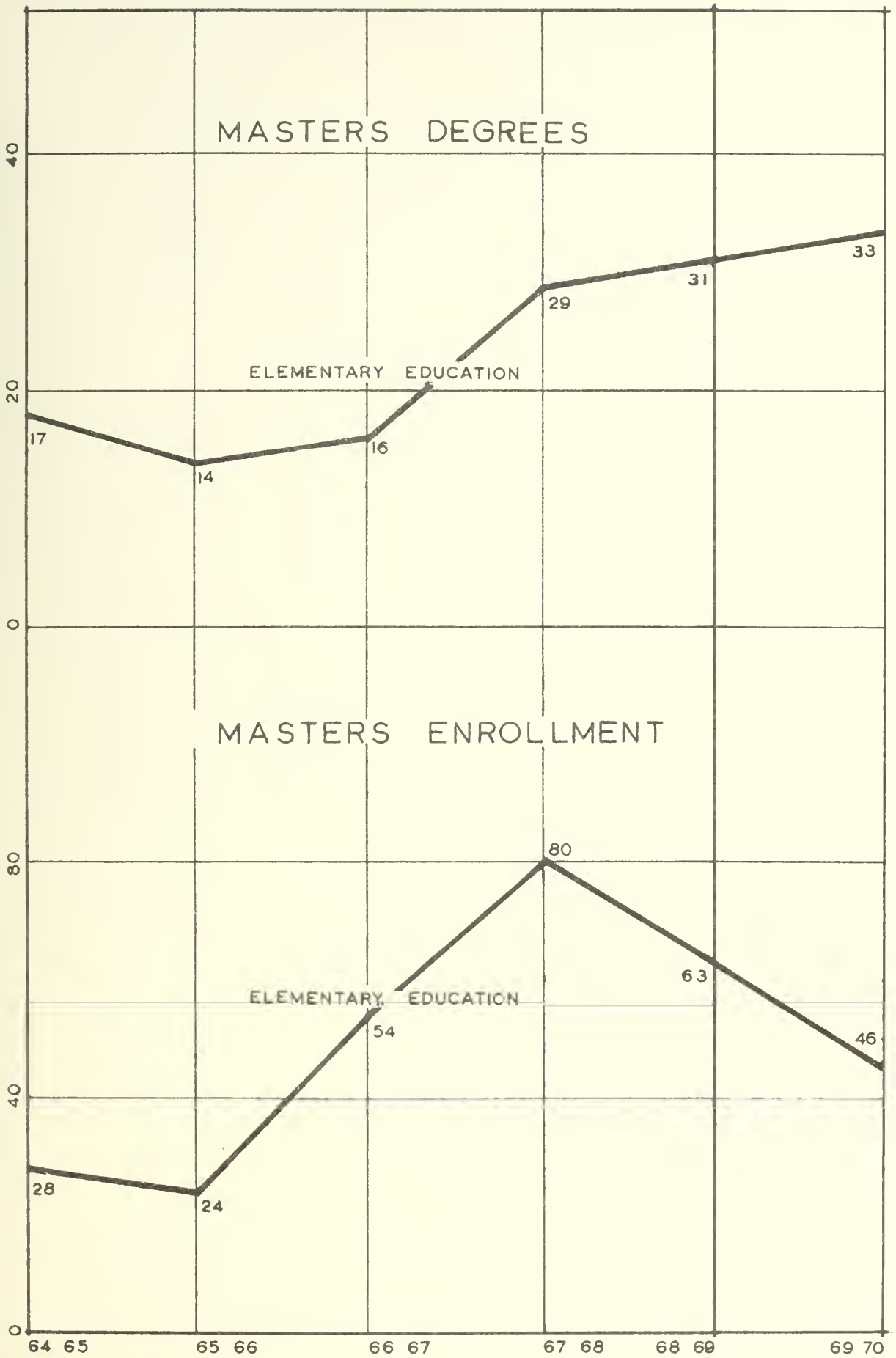
ALASKA
Longitude West 95 of Greenwich



WESTERN MONTANA COLLEGE



WESTERN MONTANA COLLEGE

DEGREES GRANTED

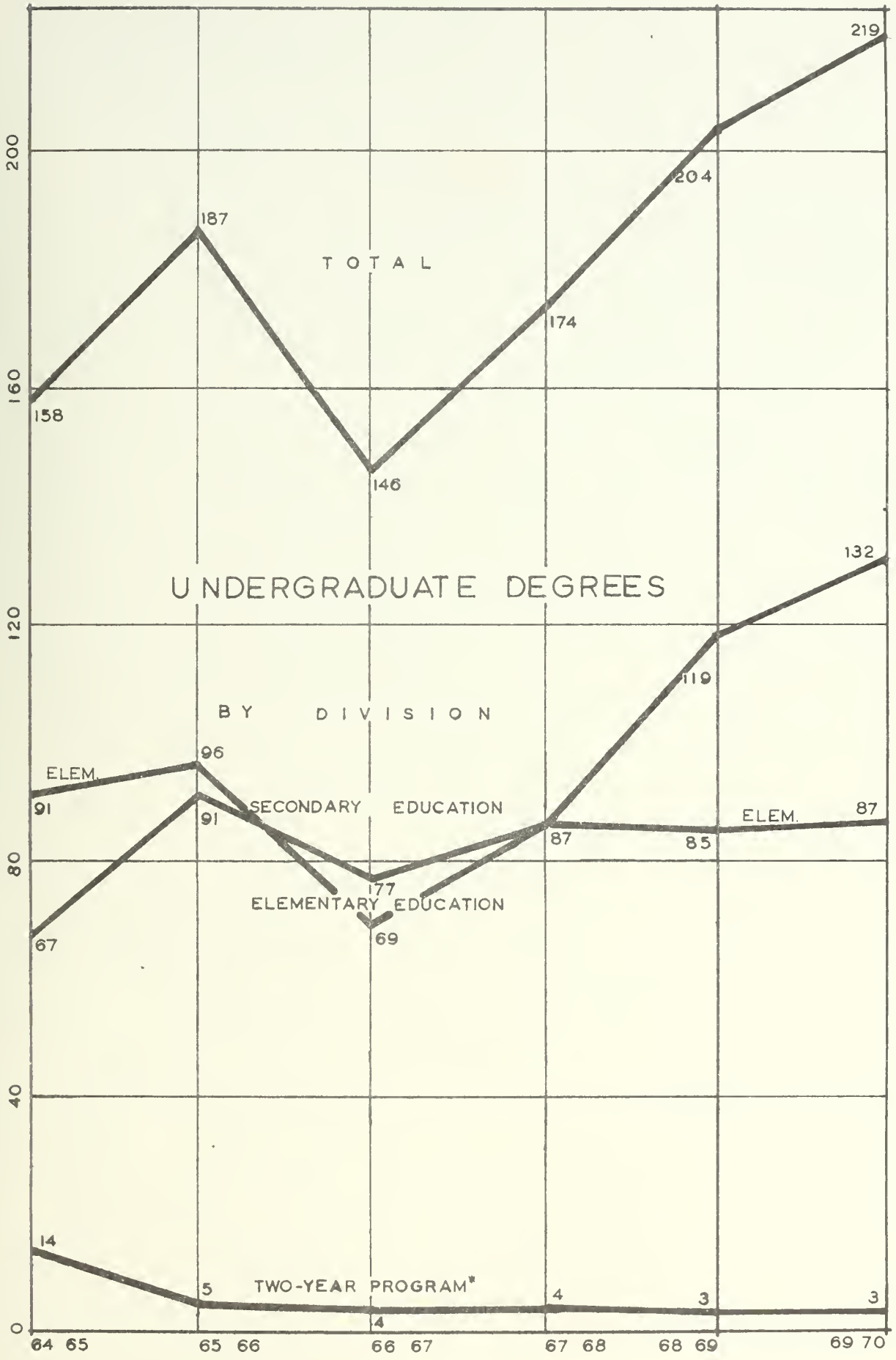
Western Montana College
Dillon, Montana

Undergraduate

Year	Elementary Education	Secondary Education	Two-Yr. Programs	Total
1964-65	91	67	(14)	158
1965-66	96	91	(5)	187
1966-67	69	77	(4)	146
1967-68	87	87	(4)	174
1968-69	85	119	(3)	204
1969-70	87	132	(3)	219

Masters

	Education	
1964-65	17	17
1965-66	14	14
1966-67	16	16
1967-68	29	29
1968-69	31	31
1969-70	33	33



WESTERN MONTANA COLLEGE

*not counted in total degrees